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ABSTRACT

The overall purpose of the study was to identify relationships between perceptions of vocational female faculty and vocational administrators in four types of vocational institutions: area vocational school, community college, comprehensive high school, and postsecondary proprietary school. Data was obtained from 1,408 vocational female faculty and 1,181 vocational administrators through an Egalitarian Perception Scale (measuring differences of perceptions) and a demographic data form (measuring status). Relationships between institutional type in the areas of dual-role conflict, career aspirations, and advancement possibilities are identified for both the vocational female faculty and administrators. Demographic characteristics for both groups, the origin and importance of the study, a review of pertinent literature and four related sub-studies, procedures and data analysis, findings, a summary, and list of 10 recommendations are presented. Sixty-four tables and 19 graphs supplement the text. Findings indicate an adverse dual-role conflict, limiting female faculty in their career aspirations and self-concepts. Postsecondary proprietary school female faculty responses differed significantly from their counterpart responses in the three other kinds of schools; there was less disagreement among administrators. Preservice and inservice programs for both male and female faculty and administrators are recommended. The questionnaire is appended. (Author/LE)

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VOCATIONAL
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AN ANALYSIS OF THE RELATIONSHIP BETWEEN
PERCEPTIONS OF VOCATIONAL FEMALE FACULTY
AND ADMINISTRATORS TOWARD FEMALE FACULTY
IN FOUR INSTITUTIONAL TYPES

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Pennsylvania Department of Education
Bureau of Vocational Education
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An Analysis of the Relationship Between Perceptions
of Vocational Female Faculty and Administrators Toward
Female Faculty in Four Institutional Types

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March, 1976

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ABSTRACT

The Problem

The purpose of this study was to identify relationships between perceptions of vocational female faculty and vocational administrators in four institutional types--area vocational school, community college, comprehensive high school, and post-secondary proprietary school. Relationships between institutional type and the areas of dual-role conflict, career aspirations, and advancement possibilities were identified for both vocational female faculty and vocational administrators. Demographic characteristics of vocational female faculty and vocational administrators in the four institutional types were also examined in the analysis.

Procedure

The total sample used in this study consisted of 2585 individuals, (1404 vocational female faculty and 1181 vocational administrators) from the four institutional types--area vocational school, community college, comprehensive high school, and post-secondary proprietary school. Random selections were made of institutions offering vocational training within the four categories listed above. The chief school administrator in each type of institution was subsequently selected, along with one or more vocational female faculty in that institution.

Instruments used to obtain base data included a twenty-five item Equalitarian Perception Scale designed to measure differences in perceptions between vocational female faculty and administrators regarding the sub-scales dual-role conflict, career aspirations, and

advancement possibilities. A second instrument, a Demographic Data Form, was used to measure the status of vocational female faculty and administrators.

Several statistical treatments were utilized to analyze the data for both female faculty and administrators. The Likert Attitude Scale Analysis was used in conjunction with Analysis of Variance and Population Mean Tests with Unpaired Observations to analyze item responses. Statistical Summary was used in the analysis of demographic data.

Findings

Findings are presented in both graphic and tabular form, with explanation and discussion following. Although a large number of relationships existed for both faculty and administrators, only those which were directly related to vocational female faculty and vocational administrators in the four types of schools were reported. It was found that in the responses of female faculty and administrators in the four institutional types regarding their perceptions of female faculty role conflict, career aspirations, and advancement possibilities, a greater number of significant differences existed among faculty as compared to administrators.

An examination of the differences between perceptions of vocational female faculty by institution revealed that post-secondary proprietary school female faculty responses were more often significantly different than those of their counterparts in the three other kinds of schools. Findings with regard to differences between perceptions of vocational administrators by institutional type revealed that administrators disagreed less among themselves than female faculty. Differences that

did exist among administrators, however, were greatest among the community college presidents with regard to the questionnaire items.

The average female faculty member in the four types of institutions was found to be 39.2 years of age and in general, married or widowed with 2.3 children, earning an annual salary of \$10,628.79. She had a Bachelor's Degree and had taught 7.9 years. She had 3.8 years of administrative experience, as well as 9.2 years of experience outside of education. Her field of specialization was in Business Education.

The average vocational administrator in the four institutional types, on the other hand, was generally a male, approximately 43.4 years of age, with 12.8 years of teaching experience, and had been working in administration for 11.5 years.

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ORIGIN AND IMPORTANCE OF THE STUDY

Introduction

In response to the recent upsurge relating to women in the professions, and in particular, to the status and role of women in vocational education, the American Vocational Association (the national professional organization for vocational educators) passed a resolution at the Chicago convention in 1971, which suggested inquiry into this area. Thus, a four-pronged study (with partial funding assistance from the Bureau of Vocational Education, in the Pennsylvania Department of Education) was conducted at The Pennsylvania State University in the Department of Vocational Education by Sites (1975), King (1974), Basualdo (1975) and Long (1975). Included were selected samples of administrators and female vocational faculty members from area vocational schools, community colleges, comprehensive high schools, and post-secondary proprietary schools. Female vocational faculty members along with their administrators in these institutional types were surveyed with a twenty-five item questionnaire and a demographic information form.

The over-all purpose of these studies was to identify perceptions of female vocational faculty relative to their roles, career aspirations, and perceived career possibilities. A second purpose was to determine how the administrators felt about female vocational faculty regarding the same items. A third purpose was to identify demographic characteristics of vocational female faculty and vocational administrators in the four types of institutions.

Statement of the Problem

The purpose of this research was to identify relationships between the responses of vocational female faculty and the responses of vocational administrators among the four types of vocational institutions: area vocational schools, community colleges, comprehensive high schools, and post-secondary proprietary schools. In analyzing the relationships among the four institutions, the following specific areas were considered:

1. To examine differences in vocational female faculty responses as a function of institutional type.
2. To examine differences in vocational administrators responses as a function of institutional type.
3. To examine differences between responses of vocational female faculty and administrators in the four institutional types.
4. To examine demographic characteristics of vocational female faculty in the four types of institutions.
5. To examine demographic characteristics of vocational administrators in the four types of institutions.

Based upon the results obtained during the analysis, relationships between institutional type and the areas of dual role conflict, career aspirations, and advancement possibilities were identified for both female vocational faculty and vocational administrators. (The Equalitarian Perception Scale and the Demographic Questionnaire which are referred to throughout the study are presented in Appendix A. Only those items are found in the Demographic Form which were common to all groups).

In an attempt to analyze these areas answers to the following questions were sought:

Part I: Perceptions of Female Faculty Toward Themselves

For female faculty, the areas were investigated relative to the four institutional types--area vocational school, community college, comprehensive high school, and post-secondary proprietary school. Therefore, the following questions were investigated for vocational female faculty:

1. Is there a relationship between female faculty responses in the area vocational school and each of the following:
 - a) dual role conflict items 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 22, 23, 25?
 - b) career aspiration items 4, 8, 12, 14, 18, 24?
 - c) advancement possibility items 2, 6, 10, 16, 20?
2. Does a relationship exist between female faculty responses in the community college and each of the following:
 - a) dual role conflict items 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 22, 23, 25?
 - b) career aspiration items 4, 8, 12, 14, 18, 24?
 - c) advancement possibility items 2, 6, 10, 16, 20?
3. What is the relationship between female faculty responses in the comprehensive high school and each of the following items:
 - a) dual role conflict: 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 22, 23, 25?
 - b) career aspiration: 4, 8, 12, 14, 18, 24?
 - c) advancement possibility: 2, 6, 10, 16, 20?

4. Is there a relationship between female faculty responses in the post-secondary proprietary school and each of the following:

- a) dual role conflict items 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 22, 23, 25?
- b) career aspiration items 4, 8, 12, 14, 18, 24?
- c) advancement possibility items 2, 6, 10, 16, 20?

Part II: Perceptions of Administrators Toward Female Faculty

For vocational administrators, their perceptions regarding vocational female faculty in the areas of dual role conflict, career aspirations, and advancement possibilities were investigated relative to institutional type. The following questions were explored for vocational administrators:

- 1. Is there a relationship between area vocational school directors responses and each of the following items:
 - a) dual role conflict: 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 22, 23, 25?
 - b) career aspiration: 4, 8, 12, 14, 18, 24?
 - c) advancement possibilities: 2, 6, 10, 16, 20?
- 2. Does a relationship exist between the community college administrators responses and each of the following items:
 - a) dual role conflict: 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 22, 23, 25?
 - b) career aspiration: 4, 8, 12, 14, 18, 24?
 - c) advancement possibility: 2, 6, 10, 16, 20?

3. Is there a relationship between the comprehensive high school administrators responses and each of the following:
 - a) dual role conflict items 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 22, 23, 25?
 - b) career aspiration items 4, 8, 12, 14, 18, 24?
 - c) advancement possibility items 2, 6, 10, 16, 20?
4. Does a relationship exist between responses of administrators in the post-secondary proprietary school and each of the following:
 - a) dual role conflict items 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 22, 23, 25?
 - b) career aspiration items 4, 8, 12, 14, 18, 24?
 - c) advancement possibility items 2, 6, 10, 16, 20?

Part III: Perceptions of Faculty and Administrators

Taking the investigation a step further, the following questions were asked in order to determine any relationship between responses of vocational female faculty and vocational administrators as a function of the four institutional types:

1. Is there a relationship between the responses of vocational female faculty and vocational administrators regarding the dual role conflict items 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 22, 23, 25?
2. What is the relationship between the responses of vocational female faculty and the responses of vocational administrators regarding the career aspiration items 4, 8, 12, 14, 18, 24?

3. Does a relationship exist between the responses of vocational female faculty and vocational administrators regarding the advancement possibility items 2, 6, 10, 16, 20?

Part IV: Demographic Characteristics of Female Faculty

Biographical data were investigated for female faculty so that a profile could be drawn for vocational female faculty in the four types of institutions--area vocational school, community college, comprehensive high school, and post-secondary proprietary school. Therefore, the following question was investigated for female faculty:

1. What are the demographic characteristics of vocational female faculty in the four types of institutions, relative to:
 - a) previous teaching experience?
 - b) previous administrative experience?
 - c) previous years employed outside of education?
 - d) level of educational attainment?
 - e) salary?
 - f) number of children?
 - g) number of children in each age group--child to five years of age, child six to twelve years, child thirteen to eighteen years, child over eighteen years of age?
 - h) marital status?
 - i) age?
 - j) vocational area?

Part V: Demographic Characteristics of Vocational Administrators

Biographical data were investigated for administrators so that a profile could be drawn for vocational administrators in the four types of vocational institutions--area vocational school, community college, comprehensive high school, and post-secondary proprietary school. The following question was investigated for administrators:

1. What are the demographic characteristics of vocational administrators in the four types of institutions relative to:
 - a) previous teaching experience?
 - b) previous administrative experience?
 - c) sex?
 - d) age?

This synthesized report of the four sub-studies provided a basis for proposing suggestions to vocational faculty and administrators, based on the perceptions of included faculty and administrators.

Included are suggestions for:

1. reduction of dual role conflict actually experienced by vocational female faculty;
2. reduction of administrator's misperceptions relating to vocational female faculty dual role conflict;
3. provision of vocational female faculty with proposals by which they can pursue professional advancement more positively;
4. provision of administrator's with an appraisal of how vocational female faculty perceive their career advancement possibilities;
5. provision of a basis to initiate programs for encouragement of vocational female faculty to seek professional advancement;

6. provision of a basis for administrator's to directly encourage vocational female faculty to seek professional advancement;
7. provision of a data information base for state and national vocational leaders to use in promoting greater opportunities for female professionals in vocational education.
8. provision of a basis for teacher educators to pursue program innovation which will encourage women to enter vocational education.

Definition of Terms

In order to promote understanding and clarity, the following terms are defined as they relate to this study:

Role conflict: Role conflict occurs when a person occupies two or more positions simultaneously and when the role expectations of one are seemingly incompatible with the role expectations of the other (Sabin, 1964).

Occupational aspirations: The innermost desires of an individual regarding his endeavors in the occupational area of his choice.

Career opportunities: Options made available to individuals as they aspire to higher levels in their vocation. These are brought about through a combination of circumstances, for example, being in the right place at the right time.

Perceptions: The ability of an individual to make a judgment with some degree of understanding.

Institutional type: An established and approved setting offering programs in vocational education. For purposes of this study, the term

institutional type was used to designate area vocational school, community college, comprehensive high school, post-secondary proprietary school.

Comprehensive high school: A public secondary school, containing several departments (e.g., math, history, vocational), and generally headed by a departmental chairman, which offer a diversified program to meet pupil needs.

Area vocational school: The following types of schools are included in the U.S. Office of Education definition:

- a) A specialized high school used exclusively or principally for the provision of vocational education to persons who are available for full-time study in preparation for entering the labor market, or
- b) the department of a high school exclusively or principally used for providing vocational education in no less than five different occupational fields to persons who are available for full-time study in preparation for entering the labor market, or
- c) a technical or vocational school used exclusively or principally for the provision of vocational education to persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market, or
- d) the department or division of a junior college or community college or university which provides vocational education in no less than five different occupational fields, under the supervision of the State board, leading to immediate employment but not leading to the baccalaureate degree, if it is available to all residents of the State designated, and approved by the State board, and if, in the case of the school, department, or division described in (c) or (d), it admits as regular students both persons who have completed high school and persons who have left high school. (HEW, OE, 1973)

Post-secondary proprietary school: A private school, generally post-secondary in nature, which offers a specific program of vocational education to its enrollees (e.g., Cosmetology, Automotive Technology, Electronics).

Community junior college: Refers to those institutions mostly under public control, which offer an expanded program of education, in this case, vocational education, developed in consideration of existing needs of the local community. (Thornton, 1966)

Vocational faculty member: A female faculty member that teaches in a vocational education program in one of the four institutional types cited above.

Administrator: An individual, male or female, who performs the chief administrative function for a vocational education program. In the comprehensive high school and the area vocational-technical school, such an individual would be a fully certificated director of vocational education. In reference to the community junior college, the individual designated would be the president, and for the proprietary school, it would be the owner, head, or director.

REVIEW OF THE LITERATURE

Introduction

Inasmuch as this study was a synthesization of four independent studies on professional women in vocational education, considerable review was conducted on the research done by Sites (1975), King (1974), Basualdo (1975), and Long (1975). Other literature was also reviewed in order to identify printed material that contained additional relevant information for purposes of this study. A search was initiated through the Lockheed Information Retrieval Service which enabled this researcher to pursue the literature review in a variety of studies and publications, in terms of the following descriptors, as found in the Thesaurus of ERIC Descriptors:

1. Community Colleges
2. Junior Colleges
3. Proprietary Schools
4. Technical Institutes
5. Comprehensive High Schools
6. Area Vocational Schools
7. Vocational High Schools
8. Females
9. Feminism
10. Women Professors
11. Women Teachers
12. Working Women
13. Sex Discrimination

14. Teacher Administrator Relationships
15. Employer Employee Relationships
16. Administrative Problems
17. Administrator Attitudes
18. Career Opportunities
19. Employment Opportunities
20. Occupational Mobility
21. Faculty Mobility
22. Promotion (Occupational)
23. Occupational Surveys
24. Faculty Promotion
25. Role Conflict
26. Teacher Alienation
27. Role Theory
28. Self Congruence
29. Self Actualization
30. Aspiration
31. Academic Aspiration
32. Occupational Aspiration
33. Occupational Choice
34. Career Choice

Studies and Publications Relating to the Sub-scales

The review which follows is limited to those sources which were found to be pertinent to this study, and which were not cited previously by Sites (1975), King (1974), Basualdo (1975), and Long (1975) in their reviews.

Role Conflict

A high degree of conflict seems to be confronting women in general, and career women in particular. Consequently, choosing a career presents a young woman with specific problems in terms of both her personal values and her self-concept. Several studies view the status of women as being predetermined, a function of early childhood socialization (Alfred, 1972). Socializing practices influence a woman's expectations by "training the woman to know her place." Psychological barriers are further introduced by society in the form of the professed incompatibility of womanhood and career (Bem, 1973).

In a recent examination regarding the history of sexual role and identity, David Prowith (1975) found that roles are practiced, and learned; and that they can be changed. Role identification takes place from birth until death and is affected by hormonal drop, puberty and menopause in women. As a result of these factors, Prowith concludes that one can have several roles; however, he further implies that traditional roles do not work in a technological society for neither men nor women.

Jurich and Steinman (1975) conducted a study on the sex-role perceptions of junior high school students in which two role types were identified; the family oriented individual and the self-achieving individual. The major differences between the two orientations are set forth in Table 2.1, on page 14.

These two role types can be considered underlying factors in the role conflict experienced by women in particular. In order for conflict to be reduced, a harmonious balance must be achieved in the sex role perception of the woman.

Table 2.1

Sex Role Orientations

Family-Oriented Individual	Self-Achieving Individual
1. Places the needs or desires of the family before his own needs and desires.	1. Focuses on self-gratification and fulfillment.
2. Derives primary satisfaction from parent and spousal roles.	2. Considers parent and spousal roles secondary to career roles.
3. Strives for family rather than personal growth.	3. Strives for occupational and career goals over family goals.
4. Spends considerable time and effort on the family.	4. Spends little time with the family and concentrates the majority of time on career.

Source: A. P. Jurich, "The Effects of a Sex Education Course on the Sex Role Perceptions of Junior High School Students," The Family Coordinator, XXIV, 1, (1975). Table 1, p. 28.

Starratt (1966) views American society as harboring quite contradictory opinions of woman's role. He states that:

In the more traditional view, a woman's ability to keep house, foster a happy family life, and raise well-mannered and interesting children, serves as the justification for her life, and not her success in the professional world.

On the other hand, many women, as well as businessmen and psychologists question this view, and propose that a woman should enjoy a successful career either with or without marriage.

It is the traditional role of home and child care, however, that seems to perplex the modern woman. For she is caught between her desire to succeed professionally and the cultural stereotype that tells her that such success threatens her femininity (Rabinowitz, 1975). In addition, sociologists continue to consider domestic responsibilities as

being additional to a woman's work in the economic sector of society. They conclude that the time has come when men and society must accept some of these responsibilities. Auvenon supported the work of sociologists when she stated:

Equality of opportunity for women in education and employment is legally a fact and factually a fiction--because social attitudes are more constraining than law. Attitudes about women's role and marriage not only constrain a girl throughout her entire education towards "feminine" fields and away from "masculine" fields--such as science and engineering--but strongly inhibit her aspirations toward high achievement in her chosen career and towards positions of leadership in competition with men. Woman's traditional burden of housework and child care, though she may be employed or studying puts her at a further unfair disadvantage, so the husband and society itself should take over some of the domestic load (1970, p. 73).

Additional strains develop as more women begin to adopt attitudes which they believe men reject (Pareluis, 1975). Etaugh (1973) supported this belief in his finding that professional men hold negative attitudes toward married professional women.

"Problems women encounter in their careers are caused not only by men, but by their own attitudes" (Dupuis, 1975).

And to enhance those difficulties encountered in combining a career and marriage, motherhood presents a new set of obstacles to the career woman.

There appears to be a stress period of adjustment when a woman becomes a mother and another stress period when she has had a fairly large number of children (Nevill, 1975, p. 267). For traditionally, motherhood is supposed to be a woman's main focus (Dupuis, 1975).

In addition to the number of children, another constraining influence on a woman's employment is the age of her children. Sweet observes that "younger children require more care than older children, thus depressing the probability of employment of their mothers" (1973, p. 16).

Hoffman (1974) studied the effects of maternal employment on the child and concluded that:

1. The working mother provides a different role model than the non-working mother.
2. Employment affects the mothers' emotional state, either positively or negatively, and this will influence maternal child interactions.
3. The situational demands are difficult and this will affect child-rearing practices.
4. Working mothers provide less adequate supervision.
5. Working mothers do not cause emotional or cognitive deprivation for the child.

In summarizing the literature on the role conflict experienced by women, it is evident that role involvements and conflict are generally greater for married career women than for housewives (Hall, 1973). Not only does conflict arise for the woman when traditional societal views contradict modern technological views, but also when the woman herself cannot identify and understand her own feelings, ideas, attitudes, her self-concept and her self-image. These underlying motives are often used as a crutch in order to avoid success and these can be interpreted as normative responses to social deviancy (Lockhead, 1974).

In a recent study by Keller (1975) role conflict was correlated with low levels of satisfaction with supervision, pay, and opportunities for promotion. Recommendations to reduce conflict and negate this correlation are provided in Chapter 6.

Occupational Aspirations

With the influx of a technological society, today's woman spends less time doing daily household chores than her sister counterpart of a hundred years ago.

Mechanization and automation have added hours to her day, and advances in medical science have increased her life expectancy to approximately twenty-five years longer than the average woman of the early 1900's. These factors would lead one to believe that the career aspirations of today's women are rather high due to the increased amount of time which she has available to her. However, reviewing literature pertaining to the aspiration of women reveals some interesting findings.

Beginning with an anthropological perspective, Zimolist and Lomphere (1974) concur that perceptions as well as aspirations vary with the sex of the participant. Therefore, unique differences are found to exist between the aspirations among both men and women.

Juhasz (1975) studied the differences in self-perception and vocational aspirations of college women and found that women tend to be underachievers in American society. He associated underachievement with the problems of feminine identity, low prestige perceptions and ambivalence they experienced toward themselves; he concluded that positive role models are needed in order for women to overcome these negative forces.

Similarly, Chamberlain (1971) found in her study, that women students as a group are less motivated than men, have lower aspirations, and are tracked into limited female service occupations. Karmel (1975) noted that:

Even at grade 9, males are found to have higher employment aspirations than females. In spite of a young person's exposure to changing cultural roles for women, female students express lower expectations for themselves than those expectations they feel their parents have for them (p. 57).

Karmel utilized a probabilistic approach in studying aspirations of students; and therefore, the central premise of her study was that, very different aspirations and expectations exist for male and female students, "beyond, or in addition to, other societal reasons for inequality of educational and occupational achievement" (p. 57). Anthony Baron also concurred as a result of his investigation variables which are related to successful and unsuccessful students.

Duncan, Featherman, and Duncan (1972) stated that aspirations are "a significant factor intervening between family socioeconomic background and intelligence, on the one hand, and occupational achievement, on the other" (p. 167). Blair's analysis revealed that women aspire to work for mastery-achievement reasons, followed by social need fulfillment. The least important work values indicated were the achievement of dominance or recognition, and economic success.

Prevailing throughout the literature are attitudinal barriers which interact to inhibit the woman worker from engaging in the kinds of achievement-directed behavior necessary to ensure her promotion into managerial positions. O'Leary (1974) describes factors, such as societal sex role stereotypes and attitudes toward competency in women which are external to the woman herself, but which may create barriers to her job-related aspirations. She also highlights internal factors such as fear of failure, low self-esteem, and role conflict as well as the perceived consequences and incentives for engaging in achievement-related behavior. Miner (1974), however, concluded that managerial

motivation did prove to be significantly related to the success of female managers, a factor which is inherent to those women who venture into administrative positions.

The study by Korman (1973) explored the psychological and sociological characteristics of two groups of women; those who choose careers in stereotypic masculine occupations versus those who select careers in stereotypic feminine fields, such as teaching, counseling, nursing, social work, homemaking, library and secretarial work. Results suggest that women perceive a narrow range of career possibilities because they are fearful of venturing into a man's world; in addition, higher education has done little to expand women's awareness or interest beyond the sex stereotyped career roles. Still other studies indicate that counselors in education are ineffective in dealing with women students, especially those who are considering male-dominated careers.

High school counselors judge female interviewees with deviant career goals as more in need of counseling than those with conforming career goals (Thomas and Stewart, 1971). Similarly, Schlossberg and Pietrofesa (1973), found that traditional counselors, as opposed to non-traditional counselors, judged the psychoeducational histories of female helpseekers as indicating less psychological adjustment than those of male helpseekers. It underlies the assertion that "counselor bias exists against women entering a masculine occupation" (p. 48). Consequently, gifted American women, while urged to perform with the times, are persisting in their old patterns, and still show a preference for occupations in areas defined as feminine by the Strong Vocational Interest Blank (Bachold, 1975).

Occupational aspirations of young girls are also affected by maternal employment. A review of recent research on the topic by Ptaugh (1974) showed that daughters of working mothers consistently have higher career aspirations, and they are also less sex role stereotyped. Helen Veres (1974) concurs this relationship of the modeling influence of mother upon daughter during her research on the career choice and career commitment of two-year college women.

In a time when technology is making rapid advances in our society, it seems that the review thus far points out that traditional behavior can no longer suffice. Therefore, careers for women should not be any different from careers for men. Women's ability to aspire and capitalize on the growth of occupational demands should be encouraged. It will mean that some women must change their career aspirations from the usual "women's" occupations to non-traditional, and usually better paid occupations. Factors which function to "cool" women, as well as men, out of a straightforward, unblocked and open pursuit of their career aspirations, will need to be restructured (Moore, 1974).

Recommendations for enhancing career aspirations are highlighted in Chapter 6. However, regardless of the focus presented, individuals with potential can succeed, regardless of sex (Greoney, 1975). Sells (1975) provides an excellent summary statement for this section, as well as an opening statement for the one that follows on career opportunities:

From the national perspectives . . . a goal which is shared by advocates and adversaries at all institutions of higher education, ... It is that we work together to change the climate of expectations about human beings to free all persons to rise to the limits of their talents and energies, independently of sex or ethnicity (p. 117).

Career Opportunities

Hedges (1970) provided an excellent analysis of women workers and manpower demands of the 1970's. Directly to the point, she stated, "Many more women workers in the 1970's must prepare to enter work outside the traditional 'women's occupations' if they are to find jobs in keeping with their abilities" (p. 19). Holter (1971, p. 3) suggests that "rapid modernization, as well as war and crisis, often seem to bring women into 'male' positions, at least for sometime . . .". Consequently, the increased participation of women in the labor force has not been a random phenomenon (Gross, 1968; Oppenheimer, 1970).

The percentage of women working has increased from 15 percent to 40 percent since 1940; but the pattern of employment has remained substantially the same; the service industries have more women than any other. Women enter the fastest growing areas, but they tend to be concentrated in a smaller number of industries than men are (Pettingill, 1974).

Cooney points out that "occupational sexual segregation constitutes an important stumbling block to sexual equality within the labor force because female occupations are characterized by lower status than comparable male occupations" (p. 107). In the last century women have been subjected to dehumanizing work experiences and have been paid at bare subsistence levels. O'Neil (1972) concurs emphatically and points to these factors as evidence that much remains the same for women today as in the early 1900's, even though the sweat shops and unregulated stores are no longer present.

Hedges (1970) concluded that the high concentration of women workers in a narrow range of occupations was valid at one time, but few of these

concentrations are valid today. Traditional occupations generally were an extension of work performed by women in the home to a business or occupational setting. In this regard she pointed out that the growth rates of these occupations permitted the hiring of women year after year. Also contributing to this were job requirements such as lifting or carrying weights beyond the capacities of most women, or advanced degrees or professional degrees which fewer women than men possess. This discrimination, along with the widely held prejudices that some jobs are feminine, while others are masculine, have definitely restricted women's jobs far beyond the limits set by job requirements of working conditions.

The employment outlook in the areas of skilled trades and crafts is generally excellent, with the number of repairmen and mechanics growing more rapidly than the skilled work force as a whole. Thus, Hedges (1974) believes that women will be increasingly able to enter the skilled trades.

Research undertaken by Uehling (1973) looked into the accessibility aspect of employment in management positions as it relates to women. Findings revealed that even though employers may be reluctant to place women in managerial positions, internal constraints in the women, such as lack of motivation, fear of success, or possession of personality characteristics incompatible with the assumption of managerial positions, may limit access. Additional findings include the following:

1. Accessibility is restricted by type of industry, type of job in industry and attitudes of management toward women.
2. In elementary and secondary schools, the only factor having any significance for hiring was sex.

3. Lack of appropriate role models, as well as lack of identification with available role models further limit accessibility to positions of leadership.
4. Accessibility may be further limited by the self-defeating attitudes of women themselves.

Bearden (1972) also conducted a statistical study on sex discrimination in community colleges. His work revealed a significant institutional bias against women instructors. It was found that practices used to recruit faculty resulted in discrimination against women.

Similarly, these findings can also be applied to administrative roles for women in education. The October 1973 issue of Phi Delta Kappan, was devoted to "Education and the Feminist Movement." In this issue, it was noted that although women held 67 percent of all public school teaching positions, they hold less than 16 percent of the administrative positions. Research by Taylor (1973) confirmed that men are preferred over women for leadership positions. And although still other studies indicate women to be as able as, and often times better than men, women are found less and less in public school administration (Sizemore, 1973).

During a recent Faculty and Graduate Student Luncheon Seminar, held at The University Park Campus of The Pennsylvania State University, Patrick Lynch, Chairman of Educational Administration, noted that certification requirements as well as the bureaucracy also prove to be hindrances to women seeking administrative roles. Once again, socialization practices inherent in the culture, as well as stereotypic images of women, come into play. "Too many educators are still totally blind to sex bias and discrimination. In education, women are staff. Men are

line" (Koser, 1973, p. 486). Koser further concludes that:

. . . role transition may be especially difficult for men who have been brought up to believe that sex roles are divinely endowed. The more insecure the male, the more threatened he may be by women's entry into territory that has traditionally been his province (p. 488).

The feminist movement in its cry of equality for women, has prompted federal action challenging discrimination against women. The amendments to the Higher Education Act prohibiting sex discrimination, as well as the Equal Employment Opportunity Commission Bill, have affected educational institutions, as well as industrial enterprises with regard to their employment practices (Olson, 1972). Vocational schools are also affected, for they all have one thing in common: they receive Federal funds, and their eligibility to continue receiving Federal assistance depends on their compliance with Federal legislation (Holmes, 1974). Findings of the survey reported by Holmes that will have an impact on each state vocational system will not only require the enforcement of civil rights statutes in area vocational-technical schools, but will also include those mandates guarding against discrimination on the basis of sex.

Consequently, women need to become more aggressive in pursuing their rights to fill administrative positions for which their education and experience fit them (Sizemore, 1973).

Spain (1973) summarizes by stating that so-called protective laws have sometimes hurt more than they have helped. Therefore, to improve the situation, women should be hired on ability; and successful women should help and encourage other women. Finally, everyone, including women, should have the opportunity to reach their highest potential.

A Review of the Four Sub-Studies

The review contained herein relates to the four recently completed sub-studies which focus on the perceptions of female vocational faculty members as seen by themselves and their administrators. It is limited to findings regarding the perceptions involving role conflict, career aspirations, and career possibilities.

King (1974) conducted the pilot study in the series and studied women's roles in community junior college settings. With regard to the sub-scales dual role conflict, career aspirations and advancement possibilities, the following analyses were made:

1. Most administrators agreed that the female faculty members do experience some degree of role conflict.
2. Most female faculty perceived some degree of role conflict.
3. Administrators were inconsistent in their perceptions regarding female faculty members advancement.
4. Over half of the female faculty perceived their advancement possibilities as being poor.
5. Most administrators perceived that female vocational faculty have moderately high career aspirations.
6. Most female faculty were perceived to have low career aspirations.

As a result of these observations, no significant differences between faculty perceptions relating to dual role and career aspirations and that of their administrators were found. However, significant differences between how faculty perceive their advancement possibilities

and how their advancement possibilities are perceived by their administrators were found. Also, community college presidents were more convinced of women's equality than the women themselves.

Long's (1975) study was modeled after King's work, however his sample was confined to women faculty in post-secondary proprietary schools. Identical sub-scales were used by Long in his analysis. The results were as follows:

1. Both administrators and faculty perceived some degree of role conflict for female faculty members. However, more role conflict seemed to be shown by female faculty members themselves.
2. Separate measures indicate that dim views are held by both administrators and faculty members toward advancement possibilities for proprietary school faculty women.
3. Findings indicate that administrators have fairly high perceptions of female career aspirations.
4. Faculty women show low perceptions relative to career aspirations.
5. Neither administrators nor female faculty in proprietary schools perceive female faculty as being equal with male faculty.

Inconsistent responses were found between several of the test items.

Similar discrepancies were found by King for community college faculty and administrators.

Sites (1975) conducted her research using vocational female faculty in area vocational schools. Her findings, which in some instances were consistent with those of King and Long, were

1. Female faculty perceived their role conflict as being significantly greater than do administrators.
2. While female faculty perceived their advancement possibilities as being poor, they see them as being slightly greater than do their administrators.
3. Administrators perceived female faculty as having moderately high career aspirations.
4. Female faculty have rather modest career aspiration perceptions.
5. Both administrators and faculty agreed that, in general, professional women are on par with professional men at their institutions.

Basualdo (1975), in his women's study, ascertained the perceptions of vocational female faculty in comprehensive high schools. His analysis showed that:

1. In general, female faculty and their administrators have the same perceptions of dual role conflict, career aspirations, and advancement possibilities of female faculty.
2. Unanimous consensus among female faculty and administrators revealed both groups believe that women can fulfill several roles--of a professional, a homemaker, and a marriage partner.
3. Findings indicated common agreement that women are not as likely to achieve positions of leadership as men.
4. Administrators perceived less discriminatory treatment in female advancement possibilities than did women faculty.

5. Female faculty showed higher perceptions than administrators with regard to career aspirations of women vocational teachers.
6. Both administrators and female faculty perceived female vocational teachers achieving and having a life long career.

Summary of the Literature Review

Analysis of the data in the four sub-studies and throughout the literature, indicated that role conflict is generally experienced by professional women, and in the case of the sub-studies, that female faculty perceptions of such conflict are usually greater than that perceived by their administrators. The data in the studies was also indicative of inconsistencies with regard to women's advancement possibilities and their career aspirations as perceived by themselves and their administrators.

Perhaps some of the discrepancy was due to what is perceived as the ideal situation and what was the actual condition (Long, 1975). Perhaps there was a relationship between these perceptions and the institutional affiliation of faculty members and vocational administrators. The research that follows pursues further analysis of these four studies, to examine differences, determine relationships and make comparisons as a function of institutional type.

III

PROCEDURE

Population and Sample

The purpose of each of the four sub-studies comprising this general overall study was to ascertain the perceptions of female vocational faculty and vocational administrators toward female faculty in the four types of vocational institutions: area vocational school, community college, comprehensive high school, and post-secondary proprietary school. In conducting a comprehensive analysis of the relationship between the four institutional types, this researcher used the population base determined by the independent researchers, along with their final sampling data for analyzing the overall findings.

The sample for each of the four sub-studies consisted of the chief school administrator--Area Vocational School Director, Community College President, Comprehensive High School Director of Vocational Education, Proprietary School Director--and one or more of the female vocational faculty in that institution.

Institutions offering vocational training were randomly selected within the four categories--area vocational school, community college, comprehensive high school, post-secondary proprietary school. The administrator in each type of institution was asked to provide a list of female vocational faculty in the school, and in the case of the community college, catalogs were requested. The female vocational faculty were then randomly selected from the lists submitted by each administrator, and then used accordingly by Sites (1975), King (1974), Basualdo (1975), and Long (1975) for their independent studies.

The sample size for each of the sub-studies, and the one which was used for purposes of this analysis is presented in the following table:

Table 3.1
Sample Size by Institutional Type

Institutional Type	Number of Vocational Female Faculty	Number of Vocational Administrators
Area Vocational School	382	308
Community College	366	297
Comprehensive High School	504	312
Post-Secondary Proprietary School	<u>152</u>	<u>264</u>
TOTAL	1404	1181

Data Collection

In analyzing the perceptual relationships between female vocational faculty and the vocational administrators toward female faculty this researcher utilized the data collected independently by Sites (1975), King (1974), Basualdo (1975), and Long (1975).

Having reviewed the data from these sub-studies, it was apparent that major revisions had to be made in order to standardize the data so that the objectives of the present study could be met. Data collected from the twenty-five item Equalitarian Perception Scale for both faculty and administrator respondents in all of the institutions were standardized for effective computer research. In other words, data were reviewed and a standard card design determined so that the data would be amenable

to the various statistical analysis conducted in an attempt to answer the questions presented in Chapter I. Coding was also established, designating the type of vocational institution: area vocational school, community college, comprehensive high school, post-secondary proprietary school, and the sample: female faculty or administrators.

In addition, demographic data also had to be standardized so that commonality would exist among the faculty and the administrators in the four institutional types, for the purpose of determining relationships and making comparisons. In reviewing data for administrators, only four specific areas were common to all groups, namely, years of teaching experience, years of administrative experience, age and sex of the respondents. Marital status could not be investigated since data was not available for individuals in all four groups.

In analyzing the four groups of faculty data, commonality was found to exist in the areas of teaching experience, employment outside of education, level of educational attainment, annual salary, marital status, age, number of children, and vocational area. This information had to be further standardized so that conformity would exist, not only in the specific areas to be analyzed, but also in the coding for each of the specific areas. For example, in the vocational (trade) area each of the independent researchers included from three to ten categories: health, business, home economics, agriculture, and so on, for this area and each was coded differently: 10, 20, 30; 01, 02, 03; 1, 2, 3. Once a form of standardization was accomplished for this data, then additional coding was established according to institutional and sample type.

This researcher attempted to establish a systematic time schedule which was used in standardizing the data and making the major revisions, so that data could be analyzed in terms of the previously stated objectives. Figure 3.1 on page 33 displays this schedule.

Design and Instrumentation

In analyzing the relationships among the four types of vocational institutions, several steps were necessary in order to answer each question relating to Part I: Differences among vocational female faculty responses; Part II: Differences among vocational administrator responses; Part III: Differences between combined responses of vocational female faculty and vocational administrators; Part IV: Demographic characteristics of vocational female faculty; Part V: Demographic characteristics of vocational administrators. Comparisons were made for each of these specific areas in terms of (a) each questionnaire item; (b) each sub-scale item; and (c) selected demographic data.

The Equalitarian Perception Scale used in each of the four sub-studies was developed by King (1974) for her study, "Perceptions of Female Vocational Faculty Members as Seen by Themselves and College Administrators." The twenty-five questionnaire items were modified only to the extent that the wording was changed to better reflect the population being sampled. The response choices which were made available to vocational female faculty and administrators on the rating scale, resembled a five-choice item format. The choices were Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree, with scores ranging from five to one respectively.

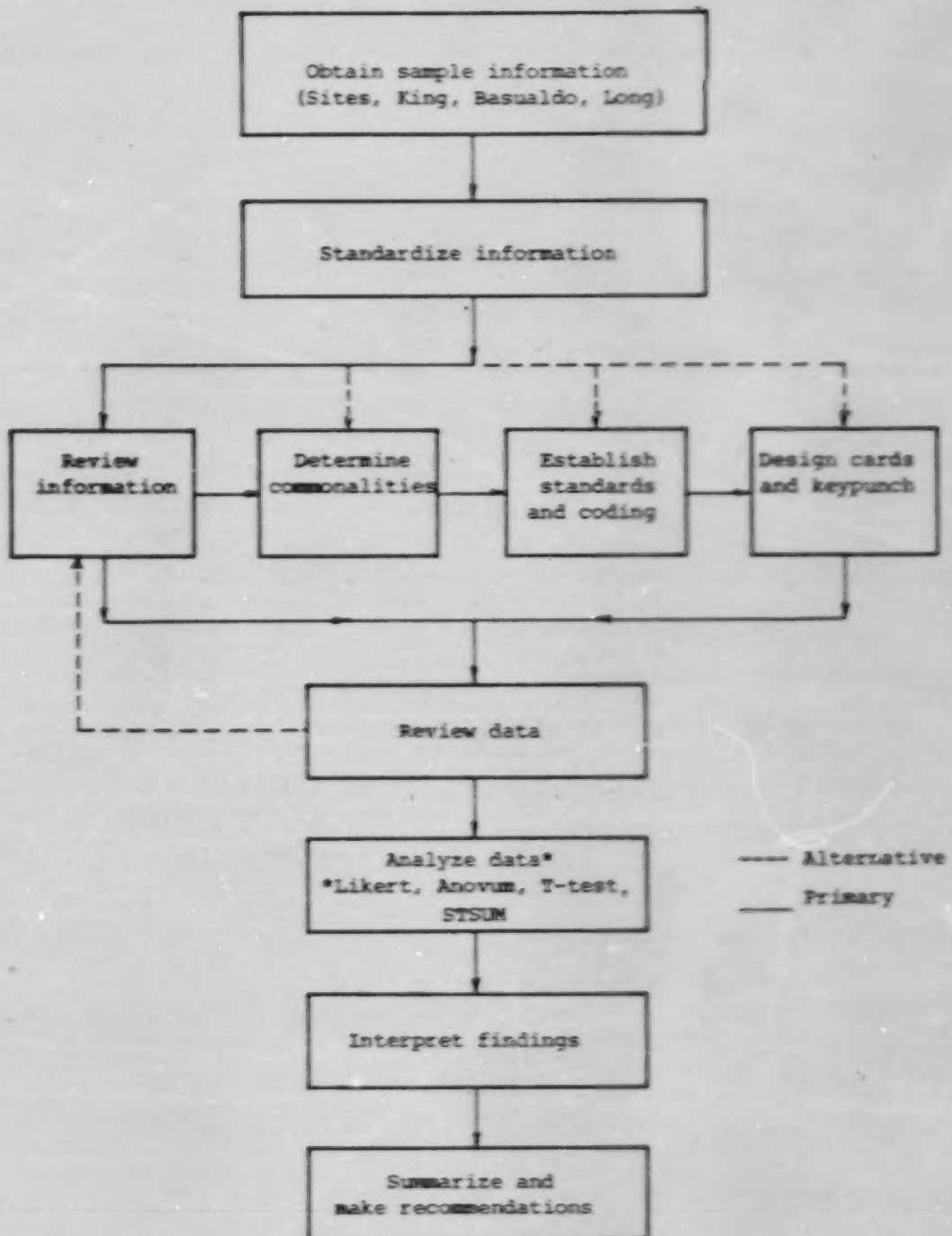


Figure 3.1. Flow Diagram of Instrumentation

The instrument also contained items that were designed to assess somewhat different perceptions. The three sub-scales, also identified by King (1974), were as follows:

1. role conflict--items 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 22, 23, and 25;
2. career aspiration--items 4, 8, 12, 14, 18, and 24;
3. advancement possibility--items 2, 6, 10, 16, and 20.

King (1974) further developed a fourteen item Female Demographic Data Questionnaire which was used as a basis for obtaining demographic data for the four sub-studies. Once again, the wording was altered accordingly. For purposes of this study, commonality between the four institutions was the basis for the selection of such data.

Faculty and administrators were analyzed as a function of institutional type--area vocational school, community college, comprehensive high school, post-secondary proprietary school. The design is represented graphically in Figure 3.2 on page 35 where:

- F = vocational female faculty
- A = vocational administrator
- AVS = area vocational school
- CC = community college
- CHS = comprehensive high school
- PSPS = post-secondary proprietary school
- N = sample size

This representation shows that comparisons were not only made among female vocational faculty members, and among vocational administrators

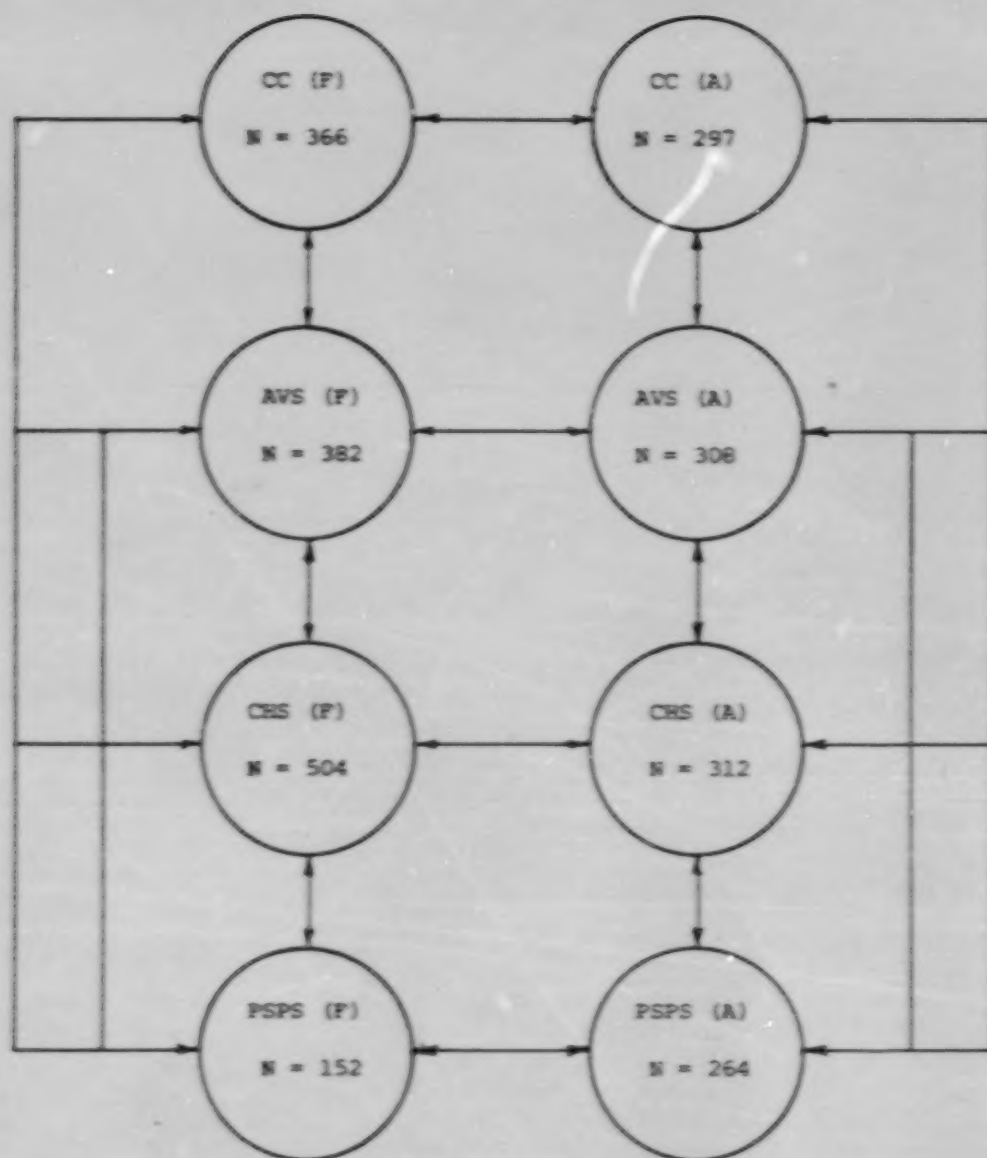


Figure 3.2. The Analysis Model

Note: Directional lines depict comparisons made in terms of:
 (a) each questionnaire item
 (b) each sub-scale (role conflict, career aspirations, advancement opportunities)
 (c) selected demographic data

in each of the four institutions, but also between the faculty and administrators as entities in themselves. In addition, the total possible pairs of unique combinations were identified.

Data Analysis

The Likert Attitude Scale Analysis was used in an attempt to answer questions in Parts I and II presented in Chapter I. Data was obtained from the Equalitarian Perception Scale for respondents from each of the four institutions. Item responses were analyzed on an item-by-item basis to determine degree of difference among female faculty and among administrators, and between faculty and administrators as a result of institutional type. The program which was used for conducting the Likert item analysis is available at The Pennsylvania State University Computation Center under the title of LIKERT--Likert Attitude Scale Analysis Main Program.

An analysis of variance was computed for each question in Parts I and II for both faculty and administrator responses on an item-by-item basis to identify those items where significant mean differences among institutional types exist. One factor (that of perception) was analyzed in a cross-classification design utilizing the four institutional types: area vocational school, the community college, comprehensive high school, and the post-secondary proprietary school. The program which was used for analyzing variable means is part of The Pennsylvania State University Computation Center Statistical Library Program, STPAC, and is available under the title of ANOVES/ANOVUM--Analysis of Variance. The program was revised in August, 1971, and an addendum was added April 5, 1972.

The t-test was used to further identify the actual institutional differences in each question in Parts I, II, III, IV and V of the study. The computation was carried out for six possible pairs of samples: area vocational school and community college; area vocational school and comprehensive high school; area vocational school and post-secondary proprietary school; community college and comprehensive high school; community college and post-secondary proprietary school; comprehensive high school and post-secondary proprietary school, and for all variables: the twenty-five items on the Equalitarian Perception Scale and the items on the demographic form. The program which was used for the t-test is available in statistical package form at The Pennsylvania State University Computation Center under the title of UNPAIRED--Population Mean Tests with Unpaired Observations.

To further determine the demographic characteristics of vocational female faculty and administrators in the four types of institutions, and to draw a profile of female faculty and administrators, means, ranges and standard deviations were computed from the demographic data compiled by Sites (1975), King (1974), Basualdo (1975) and Long (1975). STSUM (Statistical Summary), a member program of the Statistical Package (STPAC) programs, was used for computing the summary statistics in these areas. The program which was used for this analysis is also available at The Pennsylvania State University Computation Center. The statistical summary program was revised in July, 1973.

Findings, indicative of the nature of the analysis, are presented in both graphic and tabular form, with explanation and discussion following.

In conducting this study, this researcher was not only trying to uncover what the differences were, but if possible, why and where they occurred. In comparing the differences, an attempt was made to find out what factors or circumstances seemed to contribute to the occurrence of certain conditions. A causal-comparative method, sometimes referred to as the "ex post facto design," was employed. Because of the complexity and nature of this (social) problem, this method was the only feasible way to attack the problem.

Dependent variables consist of the three sub-scale areas: role conflict, career aspiration, and career possibilities, while the independent variables consist of the selected demographic data for both female faculty and administrators, and each of the twenty-five questionnaire items.

Difficulties were encountered during the course of the study. Some of the more prominent difficulties were as follows:

1. Data, gathered by the four independent researchers, was not uniform across the four institutional types.
2. Classifying subjects, for example faculty, into groups for purposes of comparison, since they do not automatically fall into exclusive categories according to the sub-scales.
3. When a relationship between two variables was discovered, determining which was the cause and which was the effect. In other words, cause and effect were undetermined in some instances.
4. The same phenomenon (perceptions) were not consistent across the two groups: faculty and administrators.

Recognition of these difficulties, nevertheless, encouraged and challenged this researcher to pursue this analysis of the relationship between perceptions of vocational female faculty and administrators toward female faculty in the four institutional types.

IV

FINDINGS

Introduction

The overall purpose of this study was to examine the relationships among perceptions of vocational female faculty and among perceptions of vocational administrators, and between the faculty and administrators in the four types of vocational institutions. The research indicated herein serves to refine and extend existing knowledge relating to vocational education faculty and administrators, as has been reported in the review of the literature, and in particular, in the four sub-studies by Sites (1975), King (1974), Basualdp (1975), and Long (1975). Perceptions of female vocational faculty relative to the areas of role conflict, career aspirations, and career advancement possibilities were identified and then compared with administrator's perceptions regarding the same areas. Based upon the results of the analysis, similarities and differences between perceptions of female faculty and administrators were identified in terms of the responses found on the Equalitarian Perception Scale and Demographic Questionnaire. Differences were also identified as a function of institutional type.

Information resulting from statistical analysis has been presented in table and figure form and has been discussed in this chapter only to the extent necessary for interpretation. Although a large number of relationships existed for both faculty and administrators, only those which were directly related to vocational female faculty and vocational

administrators in the four institutional types (area vocational school, community college, comprehensive high school, and post-secondary proprietary school) have been discussed.

The first two sections of this chapter deal with the analysis of the perceptions that were held by female vocational faculty members and vocational administrators in the area vocational school, community college, comprehensive high school, and post-secondary proprietary school. Response differences for faculty and administrators were examined in terms of the three sub-scales: (1) dual-role conflict, (2) advancement possibility, and (3) career aspirations. In analyzing these differences, an item analysis of each sub-scale (dual-role conflict, advancement possibility, and career aspirations) was performed. A review of the perceptual analysis data revealed many facts which are reported in the following paragraphs and tables.

Differences and Similarities Between Faculty

Dual-Role Conflict Items

The analysis of the fourteen items relating to the dual-role conflict sub-scale revealed the following for vocational female faculty:

1. Ninety-six percent of the female vocational faculty in area vocational schools and ninety-four percent of the female vocational faculty in community colleges agreed that it is fine for a woman to work if her children are adequately cared for, as compared to ninety-one percent of the comprehensive high school faculty and eighty-nine percent of the post-secondary proprietary school faculty.
2. A lower percentage of female faculty in area vocational schools, community colleges, and comprehensive high schools, as compared

to vocational female faculty in post-secondary proprietary schools agreed that women can live in productive harmony with men fulfilling complementary and supplementary roles.

3. Only about fifty to fifty-five percent of the female faculty in comprehensive high schools and proprietary schools, as compared to sixty-one and sixty-three percent of the women faculty members in area vocational schools and community colleges agreed that a mother's working can be easily accepted by a child.

4. Less than fifty percent of the female faculty in the four types of institutions agreed that marriage is an asset for professional women.

5. Approximately forty percent of the female faculty in each of the four institutional types were undecided as to whether children are an asset for professional women.

6. Ninety-five percent of the female faculty in the area vocational school, ninety-one percent of the community college faculty, ninety-three percent of the comprehensive high school female faculty and eighty-eight percent of the vocational female faculty in proprietary schools agreed that it is possible to be successful at both marriage and a career.

7. Only sixty to sixty-four percent of the female vocational faculty in the area vocational school and post-secondary proprietary school, respectively, and seventy to seventy-one percent of the female faculty in the community college and the comprehensive high school agreed that professional women tend to think of employment as a lifetime career.

8. The majority (fifty to seventy percent) of female faculty members in the four types of vocational institutions disagreed with the statement that a woman's first responsibility is to be a feminine companion of men and a mother.

9. The female vocational faculty in the area vocational school, community college, comprehensive high school, and post-secondary proprietary school almost unanimously agreed (ninety-nine percent) with the statement that women who want full equality should be prepared to accept equal responsibility.

10. Forty-four percent of the female faculty in the area vocational school and forty-nine percent of the female faculty in the community college agreed with the statement that intellectual achievement of women is viewed as competitively aggressive behavior, while forty-six percent of the female faculty in the comprehensive high schools and forty-one percent of the proprietary school faculty disagreed.

11. The majority (approximately fifty-five percent) of the female faculty in the area vocational school, community college, and post-secondary proprietary school disagreed with the statement that women in supervisory positions have difficulty dealing with males in subordinate positions, while only forty-eight percent of the female faculty in the comprehensive high school disagreed.

12. The great majority (approximately ninety-seven percent) of the female faculty in area vocational schools, community colleges, comprehensive high schools, and post-secondary proprietary schools agreed that a coeducational faculty provides a healthy atmosphere.

13. The majority of the vocational female faculty in the four types of institutions (eighty-four percent area vocational schools, eighty-three percent community colleges, eighty-eight percent comprehensive high schools, eighty-one percent post-secondary proprietary schools) disagreed with the statement that career women play down feminine appearance in order to be taken seriously.

14. Seventy-three percent of the comprehensive high school faculty agreed that women have unique qualities to bring to the classroom that are not present in male faculty, while only sixty-three percent of the community college female faculty, sixty-four percent of the proprietary school female faculty, and sixty-six percent of the female faculty in comprehensive high schools agreed.

The above results pertain to the dual-role conflict experienced by female vocational faculty in the four types of institutions (area vocational schools, community colleges, comprehensive high schools, and post-secondary proprietary schools) as it has been perceived by themselves. Further analysis of the fourteen dual-role conflict items is illustrated in Table 4.1 on pages 45 and 46 which displays the percentage of vocational female faculty in the four institutional types who agreed, disagreed, or were undecided with each item.

Advancement Possibility Items

An examination of the five items pertaining to the advancement possibility of female faculty in their respective institutions revealed the following:

1. The majority (ninety-eight percent) of post-secondary proprietary school female faculty agreed that the possibilities for a woman to be promoted to the next academic rank when eligible are only fair, while

Table 4.1

Faculty Responses to Dual-Role Conflict Items

Item	School Type	(%)		
		Agree	Undecided	Disagree
1. It is fine for a woman to work if her children are adequately cared for.	A.V.S.	96	3	2
	C.C.	94	3	3
	C.H.S.	91	4	5
	P.S.P.S. *	89	6	6
3. Women can live in productive harmony with men fulfilling complementary and supplementary roles.	A.V.S.	85	8	8
	C.C.	85	6	9
	C.H.S.	87	6	7
	P.S.P.S.	94	4	2
5. A mother's working can be easily accepted by a child.	A.V.S.	61	22	17
	C.C.	63	22	15
	C.H.S.	55	23	22
	P.S.P.S.	50	30	21
7. Marriage is an asset for professional women.	A.V.S.	47	31	23
	C.C.	44	38	18
	C.H.S.	45	30	25
	P.S.P.S.	43	36	22
9. For professional women children are an asset.**	A.V.S.	37	37	26
	C.C.	38	41	21
	C.H.S.	30	40	31
	P.S.P.S.	31	38	30
11. It is possible to be successful at both marriage and a career.	A.V.S.	95	3	2
	C.C.	91	8	1
	C.H.S.	93	4	4
	P.S.P.S.	88	9	3
13. Professional women tend to think of employment as a lifetime career.	A.V.S.	60	15	24
	C.C.	70	16	14
	C.H.S.	71	15	14
	P.S.P.S.	64	16	20
15. A woman's first responsibility is to be a feminine companion of men and a mother.	A.V.S.	32	8	60
	C.C.	17	13	70
	C.H.S.	32	18	51
	P.S.P.S.	24	17	59

Table 4.1 (Continued)

Item	School Type	(%)		
		Agree	Undecided	Disagree
17. Women who want full equality should be prepared to accept equal responsibility.	A.V.S.	100	0	0
	C.C. *	98	1	0
	C.H.S. *	99	0	2
	P.S.P.S. *	99	1	1
19. Intellectual achievement of women is viewed as competitively aggressive behavior.	A.V.S.	44	17	40
	C.C.	49	17	35
	C.H.S.	43	11	46
	P.S.P.S.	39	20	41
21. Women in supervisory positions have difficulty dealing with males in subordinate positions.	A.V.S.	25	23	52
	C.C.	19	25	56
	C.H.S.	22	30	48
	P.S.P.S.	20	22	58
22. A coeducational faculty provides a healthy atmosphere.	A.V.S.	97	2	1
	C.C. *	97	2	0
	C.H.S.	99	0	1
	P.S.P.S.	96	5	0
23. Career women play down feminine appearance in order to be taken seriously.	A.V.S.	9	8	84
	C.C.	7	9	83
	C.H.S.	7	4	88
	P.S.P.S.	7	13	81
25. Women have unique qualities to bring to the classroom that are not present in male faculty.	A.V.S.	66	14	20
	C.C.	63	19	18
	C.H.S.	73	13	15
	P.S.P.S.	64	18	17

*Totals do not equal 100 due to rounding error.

**Wording changed slightly to correspond to institutional type.

only eighty-two percent of the comprehensive high school faculty and eighty-five percent of the area vocational school faculty agreed. The least amount of agreement (sixty-six percent) came from community college female faculty.

2. Seventy-three to seventy-eight percent of the female faculty in the four institutional types cited agreed that the higher the educational attainment of women the greater the chances for their advancement.

3. The majority of female faculty in area vocational schools, community colleges, and comprehensive high schools (sixty percent, sixty-four percent, and seventy-seven percent respectively) agreed that in their institution women are not as likely to achieve positions of leadership as men, while forty-nine percent of the post-secondary proprietary school female faculty disagreed.

4. Fifty-two percent of the comprehensive high school female faculty and fifty-six percent of the female faculty in post-secondary proprietary schools agreed that women successfully compete with men at their institution, while only forty-nine percent of the area vocational school female faculty and forty-six percent of the female faculty in community colleges expressed agreement.

5. Most of the vocational female faculty in the area vocational school, community college, comprehensive high school, and post-secondary proprietary school (sixty percent, fifty-four percent, fifty-nine percent and sixty-two percent respectively) agreed that in general professional women are on par with professional men at their institution.

The findings outlined in the preceding paragraphs provide information regarding female faculty perceptions of their advancement possibilities in the four types of vocational institutions mentioned. Further analysis of the five items in this sub-scale is displayed in Table 4.2 on page 48 where percentages are shown for the item responses of vocational female faculty in the area vocational school, community college, comprehensive high school, and post-secondary proprietary school.

Table 4.2

Faculty Responses to Advancement Possibility Items

Item	School Type	Agree	(%) Undecided	Disagree
2. The possibilities for a woman to be promoted to the next academic rank when eligible are only fair.*	A.V.S.	85	7	10
	C.C.	66	11	22
	C.H.S.	82	6	12
	P.S.P.S.	98	1	1
6. The higher the educational attainment of women the greater the chances for their advancement.	A.V.S.	78	9	13
	C.C.	73	12	14
	C.H.S.	74	16	10
	P.S.P.S.	78	10	12
10. In this institution women are not as likely to achieve positions of leadership as men.	A.V.S.	60	8	32
	C.C.	64	8	27
	C.H.S.	77	6	17
	P.S.P.S.	42	9	49
16. Women successfully compete with men at this institution.	A.V.S.	49	13	38
	C.C.	46	16	39
	C.H.S.	52	11	36
	P.S.P.S.	56	13	32
20. In general professional women are on par with professional men at this institution.	A.V.S.	60	10	31
	C.C.	54	15	31
	C.H.S.	59	13	27
	P.S.P.S.	62	14	24

*wording changed slightly to correspond to institutional type.

Career Aspiration Items

An analysis performed on the six items pertaining to the career aspirations of female faculty in the four types of institutions, revealed that

1. A high percentage of female faculty in the community college and the comprehensive high school (ninety-two percent and ninety percent respectively) agreed that professional women can realistically expect to have a life-long career, while only eighty-seven percent of the area vocational school female faculty, and eighty-four percent of the post-secondary proprietary school faculty expressed agreement.

2. The majority of female vocational faculty (ninety-two to ninety-seven percent) in the four types of institutions agreed that women have as much need to achieve as men.

3. Sixty-eight percent of the community college female faculty disagreed with the statement that a woman's professional career should be subservient to her husband's, as compared to fifty-six percent of the area vocational school female faculty, fifty-seven percent comprehensive high school female faculty, and fifty-eight percent of the post-secondary proprietary school female faculty.

4. Fifty-five percent of the comprehensive high school faculty, fifty-two percent of the community college female faculty, and forty-seven percent of the area vocational school female faculty disagreed with the statement that most women would like to be promoted to an administrative position, whereas thirty-seven percent of the female faculty in proprietary schools expressed agreement.

5. The majority of the female faculty in the area vocational school, community college, comprehensive high school, and post-secondary proprietary school (eighty percent, eighty-three percent, seventy-eight percent, and seventy-five percent respectively) agreed that most women would rather be promoted by merit rather than by seniority.

6. A larger number (sixty-seven percent) of area vocational school female faculty disagreed with the statement that most women would like to end their educational careers as area vocational school teachers, while only forty-one percent of the community college female faculty and forty-three percent of the comprehensive high school female faculty disagreed. Thirty-seven percent of the female faculty in proprietary schools expressed agreement with this statement, whereas thirty-nine percent were undecided.

The results outlined in the preceding paragraphs provides information related to the career aspirations of professional women as perceived by vocational female faculty in the area vocational school, community college, comprehensive high school, and post-secondary proprietary school. For a further review of the six items in the career aspiration sub-scale the reader is directed to Table 4.3 on page 51 where percentages reflecting faculty agreement, disagreement and undecidedness are given for each item response.

Differences and Similarities Between Administrators

Dual-Role Conflict Items

An analysis of the fourteen items relating to the dual-role conflict sub-scale revealed the following for vocational administrators:

1. The majority of administrators in the area vocational school, community college, comprehensive high school, and post-secondary proprietary school (ninety-one percent, ninety-two percent, ninety-two percent and eighty-nine percent respectively) agreed that it is fine for a woman to work if her children are adequately cared for.

Table 4.3

Faculty Responses to Career Aspiration Items

Item	School Type	Agree	(N)	
			Undecided	Disagree
4. Professional women can realistically expect to have a life-long career.	A.V.S.	87	6	7
	C.C.	92	5	3
	C.H.S.	90	4	6
	P.S.P.S.	84	12	4
8. Women have as much need to achieve as men.	A.V.S.	94	2	3
	C.C.	97	2	1
	C.H.S.	95	3	2
	P.S.P.S.	92	6	2
12. A woman's professional career should be subservient to her husband's.	A.V.S.	11	34	56
	C.C.	19	14	68
	C.H.S.	27	16	57
	P.S.P.S.	22	20	58
14. Most women would like to be promoted to an administrative position.	A.V.S.	22	30	47
	C.C.	16	32	52
	C.H.S.	15	29	55
	P.S.P.S.	37	29	33
18. Most women would rather be promoted by merit rather than by seniority.	A.V.S.	80	15	5
	C.C.	83	13	5
	C.H.S.	78	16	6
	P.S.P.S.	75	20	5
24. Most women would like to end their educational careers as area vocational school teachers.*	A.V.S.	6	27	67
	C.C.	23	36	41
	C.H.S.	35	21	43
	P.S.P.S.	37	39	23

*Wording changed slightly to correspond to institutional type.

2. Eighty-six percent of the administrators in area vocational schools and community colleges, and eighty-seven percent of the comprehensive high school administrators agreed that women can live in

productive harmony with men filling complementary and supplementary roles, while ninety-two percent of the vocational administrators in post-secondary proprietary schools agreed.

3. Less than fifty percent of the administrators in the community college, comprehensive high school, and post-secondary proprietary school (forty-two percent, thirty-eight percent, and thirty-eight percent respectively) agreed that a mother's working can be easily accepted by a child, whereas a greater number of the area vocational school directors (forty percent) disagreed.

4. The statement that marriage is an asset for professional women brought mixed reactions among vocational administrators. Only thirty-nine percent of the area vocational directors and forty-two percent of the comprehensive high school administrators expressed agreement, while forty-one percent of the community college presidents and thirty-nine percent of the proprietary school administrators expressed disagreement.

5. Less than fifty percent of the administrators in area vocational schools, community colleges and comprehensive high schools (forty-one percent, forty-nine percent, and forty-two percent respectively) were undecided as to whether children are an asset for professional women. However, forty-two percent of the post-secondary proprietary school administrators expressed disagreement.

6. The majority of administrators in the area vocational school, community college, comprehensive high school and post-secondary proprietary school (ninety-two percent, ninety-one percent, ninety percent, and eighty-three percent respectively) agreed that it is possible to be successful at both marriage and a career.

7. Sixty-three percent of the comprehensive high school administrators agreed with the statement that professional women tend to think of employment as a life-time career, while only approximately fifty percent of the area vocational school, community college, and proprietary school administrators agreed.

8. The majority of administrators in the area vocational school, community college, and post-secondary proprietary school disagreed with the statement that a woman's first responsibility is to be a feminine companion of men and a mother, while forty percent of the comprehensive high school administrators agreed.

9. Administrators throughout the four institutional types almost unanimously agreed (ninety-nine percent) that women who want full equality should be prepared to accept equal responsibility.

10. The majority of vocational administrators in area vocational schools (fifty-seven percent), community colleges (sixty-nine percent), comprehensive high schools (fifty percent), and post-secondary proprietary schools (forty-seven percent) did not agree that intellectual achievement of women is viewed as competitively aggressive behavior.

11. A large number of vocational administrators in area vocational schools, community colleges, and comprehensive high schools, and post-secondary proprietary schools (fifty-four percent, sixty-five percent, fifty percent, forty-nine percent respectively), disagreed with the statement that women in supervisory positions have difficulty dealing with males in subordinate positions.

12. Ninety-eight percent of community college and comprehensive high school administrators, and ninety-six percent of area vocational

school directors agreed that a coeducational faculty provides a healthy atmosphere, while only ninety-one percent of proprietary school administrators agreed.

13. Seventy-five percent of the area vocational school directors disagreed with the statement that career women play down feminine appearance in order to be taken seriously, while a smaller number of administrators in community colleges, comprehensive high schools, and proprietary schools (seventy-four percent, seventy-three percent, and seventy percent respectively) disagreed.

14. The majority of area vocational school directors (sixty-four percent), community college presidents (sixty-three percent), comprehensive high school vocational administrators (seventy-one percent), and post-secondary proprietary school administrators (fifty-nine percent) agreed that women have unique qualities to bring to the classroom that are not present in male faculty.

The above results pertain to vocational administrators in the four types of vocational institutions, and how they perceived female faculty in terms of the topics contained in the role conflict sub-scale.

Further analysis of administrator responses to the fourteen dual-role conflict items is illustrated in Table 4.4 on page 55 and 56 have been displayed for vocational administrators according to their responses and their institutional type.

Advancement Possibility Items

An analysis of the five items pertaining to administrator perceptions of advancement possibilities for female faculty revealed the following:

Table 4.4

Administrator Responses to Dual-Role Conflict Items

Item	School Type	%		
		Agree	Undecided	Disagree
1. It is fine for a woman to work if her children are adequately cared for.	A.V.S.	91	4	5
	C.C.	92	5	3
	C.H.S.	92	4	5
	P.S.P.S.	89	4	7
3. Women can live in productive harmony with men filling complementary and supplementary roles.	A.V.S.	86	7	7
	C.C.	86	6	8
	C.H.S.	87	5	8
	P.S.P.S.	92	5	3
5. A mother's working can be easily accepted by a child.	A.V.S.	29	31	40
	C.C.	42	33	25
	C.H.S.	38	28	35
	P.S.P.S.	38	27	36
7. Marriage is an asset for professional women.	A.V.S.	39	36	26
	C.C.	39	41	20
	C.H.S.	42	37	21
	P.S.P.S.	30	39	31
9. For professional women children are an asset.**	A.V.S.	24	41	35
	C.C.	25	49	25
	C.H.S.	29	42	28
	P.S.P.S.	20	38	42
11. It is possible to be successful at both marriage and a career.	A.V.S.	92	4	4
	C.C.	91	5	4
	C.H.S.	90	6	4
	P.S.P.S.	83	9	8
13. Professional women tend to think of employment as a life-time career.	A.V.S.	55	28	17
	C.C.	52	33	14
	C.H.S.	63	22	16
	P.S.P.S.	58	23	19
15. A woman's first responsibility is to be a feminine companion of men and a mother.	A.V.S.	34	19	48
	C.C.	20	22	58
	C.H.S.	40	21	39
	P.S.P.S.	40	16	44

Table 4.4 (Continued)

Item	School Type	(%)		
		Agree	Undecided	Disagree
17. Women who want full equality should be prepared to accept equal responsibility.	A.V.S.	99	0	1
	C.C.	99	1	0
	C.H.S.	99	1	0
	P.S.P.S.	98	1	1
19. Intellectual achievement of women is viewed as competitively aggressive behavior.	A.V.S.	28	16	57
	C.C.	17	14	69
	C.H.S.	32	18	50
	P.S.P.S.	33	21	47
21. Women in supervisory positions have difficulty dealing with males in subordinate positions.	A.V.S.	24	22	54
	C.C.	18	17	65
	C.H.S.	26	24	50
	P.S.P.S.	36	14	49
22. A coeducational faculty provides a healthy atmosphere.	A.V.S. *	96	3	0
	C.C.	98	2	0
	C.H.S.	98	2	0
	P.S.P.S.	91	7	2
23. Career women play down feminine appearance in order to be taken seriously.	A.V.S.	12	14	75
	C.C.	6	20	74
	C.H.S.	12	16	73
	P.S.P.S.	14	16	70
25. Women have unique qualities to bring to the classroom that are not present in male faculty.	A.V.S.	64	17	20
	C.C.	63	21	16
	C.H.S.	71	14	15
	P.S.P.S.	59	17	24

*Totals may not equal 100 due to rounding error.

**Wording changed slightly to correspond to institutional type.

1. A high percentage (ninety-five percent) of post-secondary proprietary school administrators, as compared to seventy-seven percent of the area vocational school directors and sixty-five percent of the comprehensive high school administrators agreed that the possibilities for a woman to be promoted to the next academic rank when eligible are only fair. The majority of community college presidents (forty-eight percent) disagreed.

2. Eighty-six percent of the community college presidents agreed with the statement that the higher the educational attainment of women the greater the chances for their advancement, while seventy-seven percent of the area vocational school administrators, seventy-nine percent of the comprehensive high school administrators, and seventy-three percent of the post-secondary proprietary school administrators agreed.

3. Only forty-nine percent of the area vocational school directors and fifty-six percent of the comprehensive high school administrators agreed that in their institution, women are not as likely to achieve positions of leadership as men. Fifty-six percent of the community college presidents and sixty-four percent of the proprietary school administrators disagreed with the statement.

4. The majority of administrators in the area vocational school (seventy-four percent), community college (eighty-two percent), comprehensive high school (seventy-three percent), and post-secondary proprietary school (seventy-one percent) agreed that women successfully compete with men at their institution.

5. Community college presidents highly agreed (ninety percent) that in general, professional women are on par with professional men at their institution. Agreement expressed by administrators in area

vocational schools, comprehensive high schools, and proprietary schools totaled eighty-five percent, eighty-three percent, and seventy-six percent respectively.

The findings outlined in the preceding paragraphs provide information regarding administrator perceptions of female faculty advancement possibility. The reader is directed to Table 4.5 on page 59 for a more complete analysis of administrator responses to the advancement possibility sub-scale items.

Career Aspirations

An analysis performed on the six items pertaining to the career aspirations of vocational female faculty as perceived by their administrators in the area vocational school, community college, comprehensive high school, and post-secondary proprietary school revealed the following:

1. The majority of administrators in the four types of institutions agreed with the statement that professional women can realistically expect to have a life-long career. Community college presidents expressed ninety percent agreement, while area vocational school directors expressed eighty-six percent, comprehensive high school administrators eighty-five percent, and post-secondary proprietary school administrators eighty-four percent.
2. Ninety-five percent of the community college presidents agreed that women have as much need to achieve as men, while only eighty-eight percent of the area vocational school directors, ninety-one percent of the comprehensive high school administrators, and eighty-six percent of the proprietary school directors agreed.

Table 4.5

Administrator Responses to Advancement Possibility Items

Item	School Type	(N)		
		Agree	Undecided	Disagree
2. The possibilities for a woman to be promoted to the next academic rank when eligible are only fair.*	A.V.S.	77	4	19
	C.C.	45	7	48
	C.H.S.	65	9	26
	P.S.P.S.	95	2	3
6. The higher the educational attainment of women the greater the chances for their advancement.	A.V.S.	77	11	12
	C.C.	86	6	8
	C.H.S.	79	11	9
	P.S.P.S.	73	11	16
10. In this institution women are not as likely to achieve positions of leadership as men.	A.V.S.	49	8	43
	C.C.	39	5	56
	C.H.S.	56	7	36
	P.S.P.S.	29	7	64
16. Women successfully compete with men at this institution.	A.V.S.	74	9	17
	C.C.	82	6	11
	C.H.S.	73	12	15
	P.S.P.S.	71	9	20
20. In general professional women are on par with professional men at this institution.	A.V.S.	85	4	11
	C.C.	90	2	8
	C.H.S.	83	8	9
	P.S.P.S.	76	9	15

*Wording changed slightly to correspond to institutional type.

3. The majority of area vocational school directors (sixty percent), community college presidents (seventy-two percent), comprehensive high school administrators (fifty-nine percent), and proprietary school administrators (fifty-four percent) disagreed with the statement that a woman's professional career should be subservient to her husband's.

4. Of the four groups of administrators sampled, only post-secondary proprietary school directors (forty-one percent) agreed that most women would like to be promoted to an administrative position. The majority of the others--area vocational school directors, community college presidents, and comprehensive high school administrators disagreed.

5. Approximately sixty-five percent of the administrators in the area vocational school, community college, comprehensive high school, and post-secondary proprietary school agreed that most women would rather be promoted by merit rather than by seniority.

6. Fifty-five percent of the area vocational school administrators disagreed with the statement that most women would like to end their educational careers as area vocational school teachers, while forty-one percent of the comprehensive high school administrators, and forty-three percent of the proprietary school administrators agreed with the statement. Community college administrators (fifty-five percent) were undecided.

The results outlined in the preceding paragraphs provide information related to the career aspirations of professional women as perceived by their administrators. For a further review of the six items in the career aspiration sub-scale, the reader is referred to Table 4.6 on page 61 where percentages reflecting administrator responses for each item are given.

Table 4.6

Administrator Responses to Career Aspiration Items

Item	School Type	[N]		
		Agree	Undecided	Disagree
4. Professional women can realistically expect to have a life-long career.	A.V.S.	86	8	5
	C.C.	90	7	2
	C.E.S.	85	10	5
	P.S.P.S.	84	9	6
8. Women have as much need to achieve as men.	A.V.S.	88	3	9
	C.C.	95	3	2
	C.E.S.	91	4	6
	P.S.P.S.	86	7	7
12. A woman's professional career should be subservient to her husband's.	A.V.S.	25	15	60
	C.C.	13	15	72
	C.E.S.	25	16	59
	P.S.P.S.	22	24	54
14. Most women would like to be promoted to an administrative position.	A.V.S.	21	35	44
	C.C.	19	38	43
	C.E.S.	17	32	51
	P.S.P.S.	41	32	28
18. Most women would rather be promoted by merit rather than by seniority.	A.V.S.	67	24	9
	C.C.	65	28	6
	C.E.S.	62	27	10
	P.S.P.S.	68	24	8
24. Most women would like to end their educational careers as area vocational school teachers.**	A.V.S.	9	35	55
	C.C.	23	55	22
	C.E.S.	41	22	38
	P.S.P.S.	43	38	20

*Totals may not equal 100 due to rounding error.

**Wording changed slightly to correspond to institutional type.

Differences and Similarities Between Faculty and Administrators

The results of the analysis pointed to several interesting differences and similarities between vocational female faculty and vocational administrators in the four types of institutions. The more significant results are illustrated in Table 4.7 on page 63 and are reviewed here briefly.

Areas of Agreement

Over eighty-five percent of the female faculty and administrators in each of the four types of institutions agreed with the following five statements:

1. It is fine for a woman to work if her children are adequately cared for.
3. Women can live in productive harmony with men filling complementary and supplementary roles.
8. Women have as much need to achieve as men.
17. Women who want full equality should be prepared to accept equal responsibility.
22. A vocational faculty provides a healthy atmosphere.

Four of the items were dual-role conflict items and one dealt with career aspirations.

Areas of Disagreement

Eight statements were identified in which fewer than half (fifty percent) of the female vocational faculty and administrators from each type of institution agreed. These could be interpreted as items in which a high rate of disagreement existed. They include the following:

Table 4.7

Items Agreed to by Female Faculty and Administrators
in the Four Institutional Types

Item	Item Identifier*	Agreed to by	
		Faculty	Administrators
1. It is fine for a woman to work if her children are adequately cared for.	DRC	X	X
3. Women can live in productive harmony with men filling complementary and supplementary roles.	DRC	X	X
8. Women have as much need to achieve as men.	CA	X	X
17. Women who want full equality should be prepared to accept equal responsibility.	DRC	X	X
22. A coeducational faculty provides a healthy atmosphere.	DRC	X	X

*DRC = Dual-Role Conflict

*CA = Career Aspiration

*OA = Occupational Advancement

- 7. Marriage is an asset for professional women.
- 9. For professional women children are an asset.
- 12. A woman's professional career should be subservient to her husband's.
- 14. Most women would like to be promoted to an administrative position.
- 15. A woman's first responsibility is to be a feminine companion of men and a mother.

21. Women in supervisory positions have difficulty dealing with males in subordinate positions.
23. Career women play down feminine appearance in order to be taken seriously.
24. Most women would like to end their educational careers as (full professors, high school teachers, senior faculty or staff member, area vocational school teachers).

From Table 4.8 on page 65 one could see that five of the items dealt with dual-role conflict, and the remaining three were in the career aspiration category.

Areas of Strongest Disagreement

The following paragraphs highlight the four most strongly disagreed to items by female faculty and administrators in the area vocational school, community college, comprehensive high school, and post-secondary proprietary school, as outlined in Table 4.9 on page 66.

1. The Femininity Question

It appeared that female vocational faculty and administrators place a high value on femininity because over 70 percent of them disagreed with the idea of playing down feminine appearance in order to be taken seriously. The strength of disagreement (as expressed in percent of total respondents who indicated disagreement) was about the same for all four types of institutions, although faculty disagreement exceeded that of the administrators by 10 to 15 percent. Therefore it appeared that everyone concerned agreed that professional women should not de-emphasize their femininity in the interest of career advancement.

Table 4.8

Items in Which Low Rates^a of Agreement Were Found
for Female Faculty and Administrators
in the Four Institutional Types

Item	Item Identifier ^b	Faculty	Administrators
7. Marriage is an asset for professional women.	DRC	X	X
9. For professional women children are an asset.	DRC	X	X
12. A woman's professional career should be subservient to her husband's.	CA	X	X
14. Most women would like to be promoted to an administrative position.	CA	X	X
15. A woman's first responsibility is to be a feminine companion of men and a mother.	DRC	X	X
21. Women in supervisory positions have difficulty dealing with males in subordinate positions.	DRC	X	X
23. Career women play down feminine appearance in order to be taken seriously.	DRC	X	X
24. Most women would like to end their educational careers as (full professors, high school teachers, senior faculty or staff, area vocational school teachers). ^c	CA	X	X

^aLess than 50 percent

^bDRC = Dual-Role Conflict

CA = Career Aspiration

OA = Occupational Advancement

^c wording changed slightly to correspond to institutional type.

Table 4.9

Items Commonly Disagreed to Most Strongly by Faculty and
Administrators in the Four Institutional Types

Item	Item Identifier ^a	School Type ^b	(%) Faculty	(%) Disagree Administrators
12. A woman's professional career should be subservient to her husband's.	CA	A.V.S.	56	60
		C.C.	68	72
		C.H.S.	57	59
		P.S.P.S.	58	54
19. A woman's first responsibility is to be a feminine companion of men and a mother.	DRC	A.V.S.	60	48
		C.C.	70	58
		C.H.S.	51	39
		P.S.P.S.	59	44
21. Women in supervisory positions have difficulty dealing with males in subordinate positions.	DRC	A.V.S.	52	54
		C.C.	56	63
		C.H.S.	48	50
		P.S.P.S.	58	49
23. Career women play down feminine appearance in order to be taken seriously.	DRC	A.V.S.	84	75
		C.C.	83	74
		C.H.S.	88	73
		P.S.P.S.	80	70

^aDRC = Dual-Role Conflict

CA = Career Aspiration

OA = Occupational Advancement

^bA.V.S. = Area Vocational School

C.C. = Community College

C.H.S. = Comprehensive High School

P.S.P.S. = Post-Secondary Proprietary School

2. Women in Supervisory Positions in Vocational Education

The item was "Women in Supervisory positions have difficulty dealing with males in subordinate positions." With the exception of the high school groups (administrators and faculty), a greater percentage of administrators expressed disagreement than indicated by the female vocational faculty. Disagreement was strong by both groups in all institutions however.

3. The Question of Women's First Responsibility:

The item in the instrument queried the sample about a woman's first responsibility as a feminine companion of men and a mother. Female faculty expressed strong disagreement with this statement, with the community college faculty being most adamant in their opposition to this statement (70 percent) while just barely half (51 percent) of the comprehensive high school faculty disagreed. The percentage of administrators who disagreed with this statement was consistently lower than the faculty members by 10 to 15 percent.

4. Should Faculty Women be Subservient to Their Husbands?

Strong disagreement was also found within this item. Less than one fourth of the faculty and administrator responses indicated that a woman's professional career should be subservient to her husband's. From these results, one could imply that male administrators agreed with female faculty that there should be professional equality among the sexes.

Differences Between Faculty By Institution

The statistical procedure, analysis of variance, was conducted in order to identify the items in which significant differences were evident (see Table 4.10 below) in the responses of female faculty, after which the actual differences by institutional type were found (see Table 4.11 on page 69).

Table 4.10

Differences Between Female Faculty Responses
Equalitarian Perception Scale

Item Number	Item Identifier ^a	Response Differences	(Significant at the .05 level)
1	DRC	X	
2	OA	X	
3	DRC	X	
4	CA	X	
5	DRC	X	
6	OA	X	
7	DRC	X	
8	CA	X	
9	DRC	X	
10	OA	X	
11	DRC	X	
12	CA	X	
13	DRC	X	
14	CA	X	
15	DRC	X	
16	OA	X	
17	DRC	X	
18	CA	X	
19	DRC	X	
20	OA	X	
21	DRC	X	
22	DRC	X	
23	DRC	X	
24	CA	X	
25	DRC	X	

^a DRC = Dual-Role Conflict
 OA = Occupational Advancement
 CA = Career Aspiration

Table 4.11

Differences Between Faculty Responses to
Equalitarian Perception Scale by Institution^a

Item Number	Item Identifier ^b	Sub-combinations ^c					
		1-2	1-3	1-4	2-3	2-4	3-4
1	DRC	X	X	X		X	X
2	CA		X	X	X	X	X
3	DRC			X		X	X
4	CA		X	X		X	X
5	DRC	X	X	X		X	X
6	CA			X		X	X
7	DRC			X		X	X
8	CA		X	X	X	X	X
9	DRC	X	X			X	X
10	CA			X		X	X
11	DRC	X		X		X	X
12	CA	X	X	X	X	X	X
13	DRC	X		X	X	X	X
14	CA	X		X	X		X
15	DRC	X	X	X	X	X	X
16	CA			X		X	X
17	DRC			X		X	X
18	CA						
19	DRC		X	X		X	X
20	CA		X	X		X	X
21	DRC	X	X	X		X	X
22	DRC	X		X		X	X
23	DRC			X		X	X
24	CA		X	X	X	X	
25	DRC	X	X	X		X	X

^a Significant at the .05 level

^b DRC = Dual-Role Conflict

CA = Occupational Advancement

CA = Career Aspiration

^c Sub-combinations:

1 = Comprehensive High School

2 = Area Vocational School

3 = Community College

4 = Post-Secondary Proprietary School

The findings have been discussed herein on an item-by-item basis.

Item 1. It is fine for a woman to work if her children are adequately cared for.

Analysis by means of the Behren's Fisher t-test indicated significant differences among faculty in five of the six possible sub-combinations. Differences in faculty responses were found in the comprehensive high school and the area vocational school, the comprehensive high school and the community college, the comprehensive high school and the proprietary school, the area vocational school and the proprietary school, the community college and the proprietary school. The obtained t-value for each of these sub-combinations is shown in Table 4.12 below. These differences regarding faculty agreement were significant at the .05 level.

Table 4.12

Faculty Responses to Item 1 by Institutional Type^a

Sample (A)	Sample (B)	Number of Observations		Mean Sample (A)	Mean Sample (B)	T-value ^b
		Sample (A)	Sample (B)			
1	2	503	382	4.3	4.5	-4.37
1	3	503	366	4.3	4.5	-4.32
1	4	503	152	4.3	1.6	31.62
2	4	382	152	4.5	1.6	35.53
3	4	366	152	4.5	1.6	34.86

^aInstitutional Type:

- 1 = Comprehensive High School
- 2 = Area Vocational School
- 3 = Community College
- 4 = Post-Secondary Proprietary School

^bSignificant at the .05 level

Item 2. The possibilities for a woman to be promoted when eligible are only fair.

Significant differences among faculty agreement were found in five of the six possible pairs of samples for female faculty--the comprehensive high school and the community college, the comprehensive high school and the proprietary school, the area vocational school and the community college, the area vocational school and the proprietary school, the community college and the proprietary school. Table 4.13 below reveals these findings, which were significant at the .05 level.

Table 4.13
Faculty Responses to Item 2 by Institutional Type^a

Sample (A)	Sample (B)	Number of Observations		Mean Sample (A)	Mean Sample (B)	T-value
		Sample (A)	Sample (B)			
1	3	503	366	4.0	3.7	4.00
1	4	503	152	4.0	1.2	46.43
2	3	382	366	4.2	3.7	5.18
2	4	382	152	4.2	1.2	45.17
3	4	366	152	3.7	1.2	31.16

^aInstitutional Type:

- 1 = Comprehensive High School
- 2 = Area Vocational School
- 3 = Community College
- 4 = Post-Secondary Proprietary School

Item 3. Women can live in productive harmony with men filling complementary and supplementary roles.

Significant differences were found in only three of the six sub-combinations--comprehensive high school and post-secondary proprietary

school, area vocational school and proprietary school, community college and proprietary school, with the post-secondary proprietary school having been the most prevalent. T-values indicating the degree of difference in faculty agreement are illustrated in Table 4.14 below.

Table 4.14
Faculty Responses to Item 3 by Institutional Type^a

Sample (A)	Sample (B)	Number of Observations		Mean Sample (A)	Mean Sample (B)	T-value ^b
		Sample (A)	Sample (B)			
1	4	503	152	4.2	1.5	39.61
2	4	382	152	4.1	1.5	35.42
3	4	366	152	4.1	1.5	34.74

^aInstitutional Type:

- 1 = Comprehensive High School
- 2 = Area Vocational School
- 3 = Community College
- 4 = Post-Secondary Proprietary School

^bSignificant at the .05 level

Item 4. Professional women can realistically expect to have a
life-long career.

The t-test indicated significant differences at the .05 level in the responses of faculty for the following sample pairs: comprehensive high school and community college, comprehensive high school and proprietary school, area vocational school and proprietary school, community college and proprietary school. The obtained t-values could be found in Table 4.15 on page 73.

Table 4.15

Faculty Responses to Item 4 by Institutional Type^a

Sample (X)	Sample (B)	Number of Observations		Mean Sample (A)	Mean Sample (B)	T-value ^b
		Sample (A)	Sample (B)			
1	3	503	366	4.1	4.2	-3.30
1	4	503	152	4.1	1.7	31.11
2	4	382	152	4.2	1.7	30.76
3	4	366	152	4.2	1.7	33.27

^aInstitutional Type:

1 = Comprehensive High School

2 = Area Vocational School

3 = Community College

4 = Post-Secondary Proprietary School

^bSignificant at the .05 level

Item 5. A mother's working can be easily accepted by a child.

For vocational female faculty, significant differences were found in the sub-combinations of the comprehensive high school and the area vocational school, the comprehensive high school and the community college, the comprehensive high school and the proprietary school, the area vocational school and the proprietary school, the community college and the proprietary school. These differences regarding faculty disagreement were significant at the .05 level, as indicated by t-values computed by the Behren's Fisher t-test. Table 4.16 on page 74 shows these values.

Item 6. The higher the educational attainment of women the greater the chances for their advancement.

For female faculty, significant differences were found at the .05 level for the sub-combinations comprehensive high school and proprietary

school, area vocational school and the proprietary school, community college and the proprietary school. Significant differences among faculty seemed to prevail in the proprietary schools, as indicated in Table 4.17 on page 75.

Table 4.16
Faculty Responses to Item 5 by Institutional Type^a

Sample (A)	Sample (B)	Number of Observations		Mean Sample (A)	Mean Sample (B)	T-value ^b
		Sample (A)	Sample (B)			
1	2	503	382	3.3	3.5	-2.64
1	3	503	366	3.3	3.6	-2.99
1	4	503	152	3.3	2.6	7.97
2	4	382	152	3.5	2.6	9.68
3	4	366	152	3.6	2.6	9.83

^a Institutional Type:

1 = Comprehensive High School

2 = Area Vocational School

3 = Community College

4 = Post-Secondary Proprietary School

^b Significant at the .05 level

Item 7. Marriage is an asset for professional women.

Analysis seemed to indicate a significant difference in the responses among faculty in the four institutional types. The following sub-combinations were affected at the .05 level: comprehensive high school and post-secondary proprietary school, area vocational school and proprietary school, and the community college and proprietary school, with the post-secondary proprietary school faculty showing the most disagreement. Table 4.18 on page 75 shows the means and t-values for each sub-combination mentioned.

Table 4.17

Faculty Responses to Item 6 by Institutional Type^a

Sample (A)	Sample (B)	Number of Observations		Mean Sample (A)	Mean Sample (B)	T-value ^b
		Sample (A)	Sample (B)			
1	4	503	152	3.9	2.0	19.91
2	4	382	152	3.9	2.0	19.20
3	4	366	152	3.8	2.0	17.91

^a Institutional Type:

1 = Comprehensive High School

2 = Area Vocational School

3 = Community College

4 = Post-Secondary Proprietary School

^b Significant at the .05 level

Table 4.18

Faculty Responses to Item 7 by Institutional Type^a

Sample (A)	Sample (B)	Number of Observations		Mean Sample (A)	Mean Sample (B)	T-value ^b
		Sample (A)	Sample (B)			
1	4	503	152	3.2	2.6	6.04
2	4	382	152	3.3	2.6	6.33
3	4	366	152	3.3	2.6	6.54

^a Institutional Type:

1 = Comprehensive High School

2 = Area Vocational School

3 = Community College

4 = Post-Secondary Proprietary School

^b Significant at the .05 level

Item 8. Women have as much need to achieve as men.

Significant differences were found in five of the six possible pairs of sample faculty. Table 4.19 below illustrates those pairs where significant differences in faculty agreement occurred at the .05 level.

Table 4.19

Faculty Responses to Item 8 by Institutional Type^a

Sample (A)	Sample (B)	Number of Observations		Mean Sample (A)	Mean Sample (B)	T-value ^b
		Sample (A)	Sample (B)			
1	3	503	366	4.4	4.5	-2.58
1	4	503	152	4.4	1.5	45.87
2	3	382	366	4.4	4.5	-2.07
2	4	382	152	4.4	1.5	43.82
3	4	366	152	4.5	1.5	46.79

^aInstitutional Type:

1 = Comprehensive High School

2 = Area Vocational School

3 = Community College

4 = Post-Secondary Proprietary School

^bSignificant at the .05 level

Item 9. For professional women, children are an asset.

Significant differences at the .05 level existed in four of the possible six sample pairs--comprehensive high school and area vocational school, comprehensive high school and community college, area vocational school and proprietary school, community college and proprietary school. Table 4.20 on page 77 shows the statistical values where disagreement existed for this dual-role conflict item.

Table 4.20

Faculty Responses to Item 9 by Institutional Type^a

Sample (A)	Sample (B)	Number of Observations		Mean Sample (A)	Mean Sample (B)	T-value ^b
		Sample (A)	Sample (B)			
1	2	503	382	3.0	3.1	-2.40
1	3	503	366	3.0	3.2	-2.94
2	4	382	152	3.1	2.9	1.98
3	4	366	152	3.2	2.9	2.36

^aInstitutional Type:

1 = Comprehensive High School

2 = Area Vocational School

3 = Community College

4 = Post-Secondary Proprietary School

^bSignificant at the .05 level

Item 10. In this institution, women are not as likely to achieve positions of leadership as men.

Vocational female faculty showed significant differences in disagreement in three of the six possible pairs of samples: the comprehensive high school and the post-secondary proprietary school; the area vocational school and the post-secondary proprietary school; the community college and the post-secondary proprietary school. Most deviance among faculty seemed to occur in the post-secondary proprietary school. Table 4.21 on page 78 shows the findings in detail.

Table 4.21

Faculty Responses to Item 10 by Institutional Type^a

Sample (A)	Sample (B)	Number of Observations		Mean Sample (A)	Mean Sample (B)	T-value ^b
		Sample (A)	Sample (B)			
1	4	503	152	3.6	3.0	4.39
2	4	382	152	3.4	3.0	3.09
3	4	366	152	3.5	3.0	3.89

^aInstitutional Type:

1 = Comprehensive High School

2 = Area Vocational School

3 = Community College

4 = Post-Secondary Proprietary School

^bSignificant at the .05 level

Item 11. It is possible to be successful at both marriage and a career.

Female faculty showed significant differences, as indicated by the Behren's Fisher t-test, in four sample pairs: the comprehensive high school and the post-secondary proprietary school; the comprehensive high school and the area vocational school; the area vocational school and the proprietary school; the community college and the proprietary school. These differences in agreement were significant at the .05 level for faculty respondents in all sample pairs mentioned. See Table 4.22 on page 79.

Table 4.22

Faculty Responses to Item 11 by Institutional Type^a

Sample (A)	Sample (B)	Number of Observations		Mean Sample (A)	Mean Sample (B)	T-value ^b
		Sample (A)	Sample (B)			
1	2	503	382	4.3	4.4	-1.92
1	4	503	152	4.3	1.7	36.91
2	4	382	152	4.4	1.7	36.07
3	4	366	152	4.3	1.7	36.26

^aInstitutional Type:

1 = Comprehensive High School

2 = Area Vocational School

3 = Community College

4 = Post-Secondary Proprietary School

^bSignificant at the .05 level

Item 11. A woman's professional career should be subservient to her husband's.

Faculty exhibited significant differences regarding disagreement with this item in all six possible pairs of sub-combinations as shown in Table 4.23 on page 80: the comprehensive high school and the area vocational school; the comprehensive high school and the community college; the comprehensive high school and the proprietary school; the area vocational school and the community college; the area vocational school and the proprietary school; the community college and the proprietary school.

Table 4.23

Faculty Responses to Item 12 by Institutional Type^a

Sample (A)	Sample (B)	Number of Observations		Mean Sample (A)	Mean Sample (B)	T-value ^b
		Sample (A)	Sample (B)			
1	2	503	382	2.6	2.4	2.90
1	3	503	366	2.6	2.2	4.46
1	4	503	152	2.6	3.4	-7.70
2	3	382	366	2.4	2.2	1.95
2	4	382	152	2.4	3.4	-9.68
3	4	366	152	2.2	3.4	-10.47

^aInstitutional Type:

1 = Comprehensive High School

2 = Area Vocational School

3 = Community College

4 = Post-Secondary Proprietary School

^bSignificant at the .05 level

Item 13. Professional women tend to think of employment as a life-time career.

Analysis by means of the t-test indicated significant differences regarding disagreement in five of the six possible pairs of sub-combinations: the comprehensive high school and the area vocational school; the comprehensive high school and the proprietary school; the area vocational school and the community college; the area vocational school and the proprietary school; the community college and the proprietary school. Table 4.24 on page 81 shows sample means and t-values for these sub-combinations.

Table 4.24

Faculty Responses to Item 13 by Institutional Type^a

Sample (A)	Sample (B)	Number of Observations		Mean Sample (A)	Mean Sample (B)	T-value ^b
		Sample (A)	Sample (B)			
1	2	503	382	3.6	3.4	2.46
1	4	503	152	3.6	2.4	13.23
2	3	382	366	3.4	3.7	-3.55
2	4	382	152	3.4	2.4	10.96
3	4	366	152	3.7	2.4	13.70

^a Institutional Type:

1 = Comprehensive High School

2 = Area Vocational School

3 = Community College

4 = Post-Secondary Proprietary School

^b Significant at the .05 level

Item 14. Most women would like to be promoted to an administrative position.

Differences relating to disagreement were found for female faculty in the four institutional types, with the proprietary school women being the most deviant of the sample pairs. Table 4.25 on page 82 illustrates the significant results.

Table 4.25

Faculty Responses to Item 14 by Institutional Type^a

Sample (A)	Sample (B)	Number of Observations		Mean Sample (A)	Mean Sample (B)	T-value ^b
		Sample (A)	Sample (B)			
1	2	503	382	2.6	2.7	-2.06
1	4	503	152	2.6	2.9	-2.89
2	3	382	366	2.7	2.6	2.15
3	4	366	152	2.6	2.9	-2.96

^aInstitutional Type:

1 = Comprehensive High School

2 = Area Vocational School

3 = Community College

4 = Post-Secondary Proprietary School

^bSignificant at the .05 level

Item 15. A woman's first responsibility is to be a feminine companion of men and a mother.

Female faculty showed significant differences in terms of disagreement at the .05 level in all six possible pairs of samples. Table 4.26 on page 83 gives the means and t-values for each sample pair.

Table 4.26

Faculty Responses to Item 15 by Institutional Type^a

Sample (A)	Sample (B)	Number of Observations		Mean Sample (A)	Mean Sample (B)	T-value ^b
		Sample (A)	Sample (B)			
1	2	503	382	2.8	2.6	2.28
1	3	503	366	2.8	2.2	7.03
1	4	503	152	2.8	3.3	-4.49
2	3	382	366	2.6	2.2	4.24
2	4	382	152	2.6	3.3	-5.84
3	4	366	152	2.2	3.3	-9.00

^a Institutional Type:

1 = Comprehensive High School

2 = Area Vocational School

3 = Community College

4 = Post-Secondary Proprietary School

^b Significant at .05 level

Item 16. Women successfully compete with men at this institution.

Differences among female faculty were found in the comprehensive high school and the proprietary school, the area vocational school and the proprietary school, the community college and the proprietary school. Using the Behren's Fisher t-test, respondents showed differences in disagreement which were significant at the .05 level, with the post-secondary proprietary school women faculty being the most deviant among all groups. Table 4.27 on page 84 shows the results of the statistical analysis.

Table 4.27

Faculty Responses to Item 16 by Institutional Type^a

Sample (A)	Sample (B)	Number of Observations		Mean Sample (A)	Mean Sample (B)	T-value ^b
		Sample (A)	Sample (B)			
1	4	503	152	3.1	2.5	5.32
2	4	382	152	3.0	2.5	4.35
3	4	366	152	3.0	2.5	4.24

^a Institutional Type:

1 = Comprehensive High School

2 = Area Vocational School

3 = Community College

4 = Post-Secondary Proprietary School

^b Significant at the .05 level

Item 17. Women who want full equality should be prepared to
accept equal responsibility.

Vocational faculty respondents showed significant differences in three pairs of samples: the comprehensive high school and the post-secondary proprietary school; the area vocational school and the post-secondary proprietary school; the community college and the post-secondary proprietary school. The proprietary school faculty, once again, showed the most deviance in terms of agreement among the sub-combinations, as can be seen in Table 4.28 on page 85.

Table 4.28

Faculty Responses to Item 17 by Institutional Type^a

Sample (A)	Sample (B)	Number of Observations		Mean Sample (A)	Mean Sample (B)	T-value ^b
		Sample (A)	Sample (B)			
1	4	503	152	4.5	1.3	66.07
2	4	382	152	4.6	1.3	63.34
3	4	366	152	4.6	1.3	59.30

^a Institutional Type:

1 = Comprehensive High School

2 = Area Vocational School

3 = Community College

4 = Post-Secondary Proprietary School

^b Significant at .05 level

Item 18. Most women would rather be promoted by merit rather than by seniority.

Female vocational faculty showed significant differences for this item in three of the possible six pairs of samples: the comprehensive high school and the proprietary school; the area vocational school and the proprietary school; the community college and the proprietary school. Differences in faculty agreement were significant at the .05 level as can be seen in Table 4.29 on page 86.

Table 4.29

Faculty Responses to Item 18 by Institutional Type^a

Sample (A)	Sample (B)	Number of Observations		Mean Sample (A)	Mean Sample (B)	T-value ^b
		Sample (A)	Sample (B)			
1	4	503	152	3.9	1.8	27.89
2	4	382	152	4.0	1.8	27.60
3	4	366	152	3.9	1.8	26.88

^aInstitutional Type:

1 = Comprehensive High School

2 = Area Vocational School

3 = Community College

4 = Post-Secondary Proprietary School

^bSignificant at .05 level

Item 19. Intellectual achievement of women is viewed as competitively aggressive behavior.

No significant differences were found among vocational female faculty regarding this item.

Item 20. In general professional women are on par with professional men at this institution.

Institutional differences for vocational female faculty relating to their disagreement of this item existed in four pairs of sub-combinations: the comprehensive high school and the community college; the comprehensive high school and the proprietary school; the area vocational school and the proprietary school; the community college and the proprietary school. Differences among the institutional types were significant at the .05 level for female faculty. See Table 4.30 on page 87.

Table 4.30

Faculty Responses to Item 20 by Institutional Type^a

Sample (A)	Sample (B)	Number of Observations		Mean Sample (A)	Mean Sample (B)	T-value ^b
		Sample (A)	Sample (B)			
1	3	503	366	3.4	3.2	3.00
1	4	503	152	3.4	2.3	10.20
2	4	382	152	3.3	2.3	8.47
3	4	366	152	3.2	2.3	7.51

^a Institutional Type:

1 = Comprehensive High School

2 = Area Vocational School

3 = Community College

4 = Post-Secondary Proprietary School

^b Significant at .05 level

Item 21. Women in supervisory positions have difficulty dealing
with males in subordinate positions.

Significant differences in faculty disagreement were found in five
of the six possible sub-combinations: comprehensive high school and
area vocational school; comprehensive high school and community college;
comprehensive high school and proprietary school; area vocational
school and proprietary school; community college and proprietary school.
Table 4.31 on page 88 shows the obtained t-value for each sub-
combination.

Table 4.31
Faculty Responses to Item 21 by Institutional Type^a

Sample (A)	Sample (B)	Number of Observations Sample (A)	Sample (B)	Mean Sample (A)	Mean Sample (B)	T-value ^b
1	2	503	382	2.8	2.6	2.50
1	3	503	366	2.8	2.5	3.42
1	4	503	152	2.8	3.3	-5.83
2	4	382	152	2.6	3.3	-7.29
3	4	366	152	2.5	3.3	-7.90

^aInstitutional Type:

- 1 = Comprehensive High School
- 2 = Area Vocational School
- 3 = Community College
- 4 = Post-Secondary Proprietary School

^bSignificant at the .05 level

Item 22. A coeducational faculty provides a healthy atmosphere.

Differences among faculty agreement were significant at the .05 level, however, they existed in only four of the possible six sub-combinations. They were the comprehensive high school and the area vocational school, the comprehensive high school and the proprietary school, the area vocational school and the proprietary school, the community college and the proprietary school. The actual results can be seen in Table 4.32 on page 89.

Table 4.32
Faculty Responses to Item 22 by Institutional Type^a

Sample (A)	Sample (B)	Number of Observations		Mean Sample (A)	Mean Sample (B)	T-value ^b
		Sample (A)	Sample (B)			
1	2	503	382	4.4	4.4	2.16
1	4	503	152	4.4	1.5	55.42
2	4	382	152	4.4	1.5	49.14
3	4	366	152	4.4	1.5	49.85

^a Institutional Type:

1 = Comprehensive High School

2 = Area Vocational School

3 = Community College

4 = Post-Secondary Proprietary School

^b Significant at the .05 level

Item 23. Career women play down feminine appearance in order to
be taken seriously.

Significant differences did exist among faculty members in the four institutional types. Actual differences predominated in the post-secondary proprietary school, as evidenced in the analysis of the following sub-combinations: the comprehensive high school and the proprietary school, the area vocational school and the proprietary school, the community college and the proprietary school. Table 4.33 on page 90 shows these results pertaining to faculty disagreement in detail.

Table 4.33

Faculty Responses to Item 23 by Institutional Type^a

Sample (A)	Sample (B)	Number of Observations		Mean Sample (A)	Mean Sample (B)	T-value ^b
		Sample (A)	Sample (B)			
1	4	503	152	2.0	3.9	-22.86
2	4	382	152	1.9	3.9	-22.81
3	4	366	152	1.9	3.9	-23.14

^aInstitutional Type:

1 = Comprehensive High School

2 = Area Vocational School

3 = Community College

4 = Post-Secondary Proprietary School

^bSignificant at the .05 level

Item 24. Most women would like to end their educational careers
as area vocational school teachers.

Analysis of variance indicated significant differences among
female faculty in the four institutional types. The Behren's Fisher
t-test further identified the actual institutional differences where
disagreement existed: comprehensive high school and area vocational
school, comprehensive high school and community college, comprehensive
high school and proprietary school, area vocational school and
community college, area vocational school and proprietary school.

Differences among institutional types for faculty respondents were
significant at the .05 level, as evidenced in Table 4.34 on page 91.

Table 4.34

Faculty Responses to Item 24 by Institutional Type^a

Sample (A)	Sample (B)	Number of Observations		Mean Sample (A)	Mean Sample (B)	T-value ^b
		Sample (A)	Sample (B)			
1	2	503	382	2.9	2.1	11.31
1	3	503	366	2.9	2.7	1.99
1	4	503	152	2.9	2.7	2.09
2	3	382	366	2.1	2.7	-8.83
2	4	382	152	2.1	2.7	-5.60

^aInstitutional Type:

1 = Comprehensive High School

2 = Area Vocational School

3 = Community College

4 = Post-Secondary Proprietary School

^bSignificant at the .05 level

Item 25. Women have unique qualities to bring to the classroom
that are not present in male faculty.

For this item female faculty respondents showed significant differences at the .05 level in the following sub-combinations:
comprehensive high school and area vocational school, comprehensive high school and community college, comprehensive high school and post-secondary proprietary school, area vocational school and post-secondary proprietary school, community college and post-secondary proprietary school. Table 4.35 on page 92 shows the sample means and t-values where significance occurred.

Table 4.35

Faculty Responses to Item 25 by Institutional Type^a

Sample (A)	Sample (B)	Number of Observations		Mean Sample (A)	Mean Sample (B)	T-value ^b
		Sample (A)	Sample (B)			
1	2	503	382	3.8	3.6	2.31
1	3	503	366	3.8	3.6	3.18
1	4	503	152	3.8	2.2	16.09
2	4	382	152	3.6	2.2	13.62
3	4	366	152	3.6	2.2	13.09

^a Institutional Type:

1 = Comprehensive High School

2 = Area Vocational School

3 = Community College

4 = Post-Secondary Proprietary School

^b Significant at the .05 levelDifferences Between Administrators by Institution

The same statistical analysis was utilized in examining the responses of the vocational administrators, as was utilized in examining the responses of the faculty. Table 4.36 on page 93 identifies the items in which significant differences were found in the responses of administrators, while Table 4.37 on page 94 identifies the actual differences by institutional type.

Table 4.36

Differences Between Administrator Responses
Equalitarian Perception Scale

Item Number	Item Identifier ^a	Response Differences	(Significant at .05 level)
1	DRC		
2	OA	X	
3	DRC	X	
4	CA		
5	DRC	X	
6	OA	X	
7	DRC	X	
8	CA	X	
9	DRC	X	
10	OA	X	
11	DRC	X	
12	CA	X	
13	DRC		
14	CA	X	
15	DRC	X	
16	OA	X	
17	DRC		
18	CA		
19	DRC	X	
20	OA	X	
21	DRC	X	
22	DRC	X	
23	DRC		
24	CA	X	
25	DRC	X	

^aDRC = Dual-Role Conflict
 OA = Occupational Advancement
 CA = Career Aspiration

Table 4.37

Differences Between Administrator Responses to
Equalitarian Perception Scale by Institution^a

Item Number	Item Identifier ^b	Sub-combinations ^c					
		1-2	1-3	1-4	2-3	2-4	3-4
1	DRC						
2	OA	X	X	X	X	X	X
3	DRC			X		X	X
4	CA						
5	DRC	X	X		X	X	X
6	OA		X		X		X
7	DRC			X		X	X
8	CA		X		X		X
9	DRC			X		X	X
10	OA		X	X	X	X	X
11	DRC			X	X		X
12	CA		X		X		X
13	DRC						
14	CA			X		X	X
15	DRC		X		X		X
16	OA		X		X		X
17	DRC						
18	CA						
19	DRC		X		X		X
20	OA		X		X		X
21	DRC		X		X		X
22	DRC	X		X	X	X	X
23	DRC						
24	CA	X		X	X	X	X
25	DRC	X	X	X			

^aSignificant at the .05 level

^bDRC = Dual-Role Conflict

OA = Occupational Advancement

CA = Career Aspiration

^cSub-combinations:

1 = Comprehensive High School

2 = Area Vocational School

3 = Community College

4 = Post-Secondary Proprietary School

An item analysis of these findings follows:

Item 1. It is fine for a woman to work if her children are adequately cared for.

No significant differences were found in the analysis of responses of vocational administrators in the four institutional types for this item.

Item 2. The possibilities for a woman to be promoted to the next academic rank when eligible, are only fair.

The ANOVUM indicated significant differences in the responses of vocational administrators for this item. The Behren's Fisher t-test was used to further analyze these differences. Among administrator responses significant differences were found in all of the six possible pairs of samples--comprehensive high school and area vocational school, comprehensive high school and community college, comprehensive high school and proprietary school, area vocational school and community college, area vocational school and proprietary school, community college and proprietary school. The obtained t-value for each of these sub-combinations is shown in Table 4.38 on page 96. Differences were significant at the .05 level.

Table 4.38

Administrator Responses to Item 2 by Institutional Type^a

Sample (A)	Sample (B)	Number of Observations		Mean Sample (A)	Mean Sample (B)	T-value ^b
		Sample (A)	Sample (B)			
1	2	311	308	3.6	3.8	-2.96
1	3	311	297	3.6	2.9	6.33
1	4	311	264	3.6	4.4	-10.85
2	3	308	297	3.8	2.9	9.10
2	4	308	264	3.8	4.4	-7.85
3	4	297	264	2.9	4.4	-16.34

^aInstitutional Type:

1 = Comprehensive High School

2 = Area Vocational School

3 = Community College

4 = Post-Secondary Proprietary School

^bSignificant at the .05 level

Item 3. Women can live in productive harmony with men filling complementary and supplementary roles.

Differences in agreement were found in the analysis of item responses for vocational administrators for this statement. These differences, as indicated by the Behren's Fisher t-test, seem to prevail in the same three sub-combinations for administrators as for faculty--the comprehensive high school and the proprietary school, the area vocational school and the proprietary school, the community college and the proprietary school. Computed t-values were significant at the .05 level. See Table 4.39 on page 97.

Table 4.39

Administrator Responses to Item 3 by Institutional Type^a

Sample (A)	Sample (B)	Number of Observations		Mean Sample (A)	Mean Sample (B)	T-value ^b
		Sample (A)	Sample (B)			
1	4	311	264	4.1	4.2	-1.97
2	4	308	264	4.0	4.2	-3.43
3	4	297	264	4.1	4.2	-2.06

^aInstitutional Type:

1 = Comprehensive High School

2 = Area Vocational School

3 = Community College

4 = Post-Secondary Proprietary School

^bSignificant at the .05 level

Item 4. Professional women can realistically expect to have a
life-long career.

No significant differences were found in the responses of administrators in the four institutional types for this item.

Item 5. A mother's working can be easily accepted by a child.

Significant differences were found among vocational administrators regarding their responses to this item.

As indicated by the Behren's Fisher t-test, differences were prevalent in five of the six possible sample pairs. A .05 level of significance was characteristic of the differences among administrators in the comprehensive high school and the area vocational school; the comprehensive high school and the community college; the area vocational school and the community college; the area vocational school

and the proprietary school; the community college and the proprietary school. T-values for each sub-combination mentioned can be seen in Table 4.40 below.

Table 4.40

Administrator Responses to Item 5 by Institutional Type^a

Sample (A)	Sample (B)	Number of Observations		Mean Sample (A)	Mean Sample (B)	T-value ^b
		Sample (A)	Sample (B)			
1	2	311	308	3.0	2.8	3.00
1	3	311	297	3.0	3.2	-2.14
2	3	308	297	2.8	3.2	-5.36
2	4	308	264	2.8	3.0	-2.17
3	4	297	264	3.2	3.0	2.54

^aInstitutional Type:

1 = Comprehensive High School

2 = Area Vocational School

3 = Community College

4 = Post-Secondary Proprietary School

^bSignificant at the .05 level

Item 6. The higher the educational attainment of women the greater the chances for their advancement.

Differences were found in the analysis of item responses for vocational administrators in the four types of institutions. Significant differences in administrator agreement at the .05 level were found with regard to the sub-combinations: comprehensive high school and community college; area vocational school and community college; community college and proprietary school. Findings seem to indicate that the differences among administrators prevail in the community college. See Table 4.41 on page 99 for complete details.

Table 4.41

Administrator Responses to Item 6 by Institutional Type^a

Sample (A)	Sample (B)	Number of Observations		Mean Sample (A)	Mean Sample (B)	T-value ^b
		Sample (A)	Sample (B)			
1	3	311	297	3.9	4.0	-1.92
2	3	308	297	3.8	4.0	-3.32
3	4	297	264	4.0	3.8	2.96

^aInstitutional Type:

1 = Comprehensive High School

2 = Area Vocational School

3 = Community College

4 = Post-Secondary Proprietary School

^bSignificant at the .05 level

Item 7. Marriage is an asset for professional women.

Analysis indicated significant differences in the responses among administrators in the following sub-combinations: comprehensive high school and proprietary school; area vocational school and proprietary school; community college and proprietary school. Differences were significant at the .05 level as shown in Table 4.42 on page 100.

Table 4.42

Administrator Responses to Item 7 by Institutional Type^a

Sample (A)	Sample (B)	Number of Observations		Mean Sample (A)	Mean Sample (B)	T-value ^b
		Sample (A)	Sample (B)			
1	4	311	264	3.2	2.9	3.83
2	4	308	264	3.1	2.9	2.43
3	4	297	264	3.2	2.5	3.02

^aInstitutional Type:

1 = Comprehensive High School

2 = Area Vocational School

3 = Community College

4 = Post-Secondary Proprietary School

^bSignificant at the .05 level

Item 8. Women have as much need to achieve as men.

For this item significant differences were found among administrator responses in three of the six possible pairs of samples--comprehensive high school and community college, area vocational school and community college, community college and proprietary school, with the community college being the common factor among the three sub-combinations. The differences in agreement were significant at the .05 level as evidenced in Table 4.43 on page 101.

Table 4.43

Administrator Responses to Item 8 by Institutional Type^a

Sample (A)	Sample (B)	Number of Observations		Mean Sample (A)	Mean Sample (B)	T-value ^b
		Sample (A)	Sample (B)			
1	3	311	297	4.2	4.4	-2.45
2	3	308	297	4.1	4.4	-4.01
3	4	297	264	4.4	4.1	3.58

^aInstitutional Type:

1 = Comprehensive High School

2 = Area Vocational School

3 = Community College

4 = Post-Secondary Proprietary School

^bSignificant at the .05 level

Item 9. For professional women children are an asset.

Differences were found in the analysis of responses for this item among vocational administrators. The Behren's Fisher t-test indicated significant differences at the .05 level in three of the possible six sub-combinations--comprehensive high school and proprietary school, area vocational school and proprietary school, community college and proprietary school, with proprietary schools being the common link between the three. The obtained t-value for each of the sub-combinations is shown in Table 4.44 on page 102.

Table 4.44

Administrator Responses to Item 9 by Institutional Type^a

Sample (A)	Sample (B)	Number of Observations		Mean Sample (A)	Mean Sample (B)	T-value ^b
		Sample (A)	Sample (B)			
1	4	311	264	3.0	2.6	3.77
2	4	308	264	2.8	2.6	2.38
3	4	297	264	2.9	2.6	3.79

^aInstitutional Type:

1 = Comprehensive High School

2 = Area Vocational School

3 = Community College

4 = Post-Secondary Proprietary School

^bSignificant at the .05 level

Item 10. In this institution women are not as likely to achieve positions of leadership as men.

Significant differences were found in administrator responses among the four institutional types. Differences as computed by the Behren's Fisher t-test were significant at the .05 level in five of the six possible pairs of samples for vocational administrators: the comprehensive high school and the community college; the comprehensive high school and the post-secondary proprietary school; the area vocational school and the community college; the area vocational school and the post-secondary proprietary school; the community college and the post-secondary proprietary school. Sample means and t-values are given in Table 4.45 on page 103.

Table 4.45

Administrator Responses to Item 10 by Institutional Type^a

Sample (A)	Sample (B)	Number of Observations		Mean Sample (A)	Mean Sample (B)	T-value ^b
		Sample (A)	Sample (B)			
1	3	311	297	3.2	2.7	4.95
1	4	311	264	3.2	2.4	7.13
2	3	308	297	3.0	2.7	3.31
2	4	308	264	3.0	2.4	5.65
3	4	297	264	2.7	2.4	2.54

^aInstitutional Type:

1 = Comprehensive High School

2 = Area Vocational School

3 = Community College

4 = Post-Secondary Proprietary School

^bSignificant at the .05 level

Item 11. It is possible to be successful at both marriage and
a career.

Vocational administrators showed significant differences in their responses at the .05 level (indicated in Table 4.46) in three pairs of samples: the comprehensive high school and the post-secondary proprietary school; the area vocational school and the community college; and the community college and the post-secondary proprietary school. The obtained t-value and sample mean for each of the sub-combinations is shown in Table 4.46 on page 104.

Table 4.46

Administrator Responses to Item 11 by Institutional Type^a

Sample (A)	Sample (B)	Number of Observations		Mean Sample (A)	Mean Sample (B)	T-value ^b
		Sample (A)	Sample (B)			
1	4	311	264	4.2	4.0	2.97
2	3	306	297	4.1	4.2	-2.06
3	4	297	264	4.2	4.0	3.30

^aInstitutional Type:

1 = Comprehensive High School

2 = Area Vocational School

3 = Community College

4 = Post-Secondary Proprietary School

^bSignificant at the .05 level

Item 12. A woman's professional career should be subservient to her husband's.

Administrator respondents showed significant differences at the .05 level in their responses to this questionnaire item. Among administrators, community college presidents showed the most deviance as illustrated in the three pairs of samples: comprehensive high school and community college; area vocational school and community college; proprietary school and community college. Statistical values for these sub-combinations are shown in Table 4.47 on page 105.

Item 13. Professional women tend to think of employment as a life-time career.

No significant differences were found among vocational administrators in the four institutional types for this item.

Table 4.47

Administrator Responses to Item 12 by Institutional Type^a

Sample (A)	Sample (B)	Number of Observations		Mean Sample (A)	Mean Sample (B)	T-value ^b
		Sample (A)	Sample (B)			
1	3	311	297	2.5	2.1	4.66
2	3	308	297	2.5	2.1	4.46
3	4	297	264	2.1	2.5	-4.31

^a Institutional Type:

1 = Comprehensive High School

2 = Area Vocational School

3 = Community College

4 = Post-Secondary Proprietary School

^b Significant at the .05 level

Item 14. Most women would like to be promoted to an administrative position.

Differences were found to exist for administrators in the four institutional types. The following sub-combinations showed differences in administrator disagreement, significant at the .05 level: comprehensive high school and area vocational school; comprehensive high school and post-secondary proprietary school; area vocational school and community college; community college and post-secondary proprietary school. Table 4.48 on page 106 contains sample means and t-values for the sub-combinations mentioned.

Table 4.48

Administrator Responses to Item 14 by Institutional Type^a

Sample (A)	Sample (B)	Number of Observations		Mean Sample (A)	Mean Sample (B)	T-value ^b
		Sample (A)	Sample (B)			
1	4	311	264	2.6	3.1	-7.00
2	4	308	264	2.7	3.1	-5.50
3	4	297	264	2.7	3.1	-6.08

^aInstitutional Type:

1 = Comprehensive High School

2 = Area Vocational School

3 = Community College

4 = Post-Secondary Proprietary School

^bSignificant at the .05 level

Item 15. A woman's first responsibility is to be a feminine companion of men and a mother.

Differences for vocational administrators were evident at the .05 level in three sample pairs: comprehensive high school and community college; area vocational school and community college; community college and proprietary school. As can be seen in Table 4.49 on page 107 community college presidents showed the most disagreement among vocational school administrators.

Table 4.49

Administrator Responses to Item 15 by Institutional Type^a

Sample (A)	Sample (B)	Number of Observations		Mean Sample (A)	Mean Sample (B)	T-value ^b
		Sample (A)	Sample (B)			
1	3	311	297	2.9	2.4	5.62
2	3	308	297	2.8	2.4	4.10
3	4	297	264	2.4	2.9	-4.55

^aInstitutional Type:

1 = Comprehensive High School

2 = Area Vocational School

3 = Community College

4 = Post-Secondary Proprietary School

^bSignificant at the .05 level

Item 16. Women successfully compete with men at this institution.

Vocational administrators showed significant differences in their responses to this item. Three pairs of samples were involved--comprehensive high school and community college, area vocational school and community college, community college and post-secondary proprietary school, with the community college presidents being the most deviant among administrators. Table 4.50 on page 108 shows the extent of the differences.

Table 4.50

Administrator Responses to Item 16 by Institutional Type^a

Sample (A)	Sample (B)	Number of Observations		Mean Sample (A)	Mean Sample (B)	T-value ^b
		Sample (A)	Sample (B)			
1	3	311	297	3.6	3.8	-2.86
2	3	308	297	3.6	3.8	-3.12
3	4	297	264	3.8	3.6	2.08

^aInstitutional Type:

1 = Comprehensive High School

2 = Area Vocational School

3 = Community College

4 = Post-Secondary Proprietary School

^bSignificant at the .05 level

Item 17. Women who want full equality should be prepared to
accept equal responsibility.

Vocational administrators showed no significant differences in
mean variances when analyzed by means of the ANOVUM.

Item 18. Most women would rather be promoted by merit rather than
by seniority.

No significant differences were found among responses of vocational
administrators for this item.

Item 19. Intellectual achievement of women is viewed as competi-
tively aggressive behavior.

Vocational administrators in the four institutional types showed
significant differences in their responses. The t-test indicated that
community college presidents were the most deviant among the adminis-
trators sampled. Sub-combinations of institutional types where
significant differences occurred appear in Table 4.51 on page 109.

Table 4.51

Administrator Responses to Item 19 by Institutional Type^a

Sample (A)	Sample (B)	Number of Observations		Mean Sample (A)	Mean Sample (B)	T-value ^b
		Sample (A)	Sample (B)			
1	3	311	297	2.7	2.3	4.80
2	3	308	297	2.6	2.3	3.93
3	4	297	264	2.3	2.7	-4.96

^aInstitutional Type:

1 = Comprehensive High School

2 = Area Vocational School

3 = Community College

4 = Post-Secondary Proprietary School

^bSignificant at the .05 level

Item 20. In general, professional women are on par with professional men at this institution.

The ANOVUM indicated that significant differences existed among administrators responses in the four types of institutions. The t-test identified the actual institutional differences, which consisted of the following sample pairs: comprehensive high school and community college; area vocational school and community college; community college and post-secondary proprietary school. Differences were significant at the .05 level. See Table 4.52 on page 110.

Table 4.52

Administrator Responses to Item 20 by Institutional Type^a

Sample (A)	Sample (B)	Number of Observations		Mean Sample (A)	Mean Sample (B)	T-value ^b
		Sample (A)	Sample (B)			
1	3	311	297	3.8	4.0	-2.72
2	3	308	297	3.8	4.0	-2.29
3	4	297	264	4.0	3.8	3.08

^aInstitutional Type:

- 1 = Comprehensive High School
- 2 = Area Vocational School
- 3 = Community College
- 4 = Post-Secondary Proprietary School

^bSignificant at the .05 level

Item 21. Women in supervisory positions have difficulty dealing with males in subordinate positions.

Significant differences were found among the administrators in the four types of vocational institutions. Differences in administrator disagreement, significant at the .05 level, occurred in the following sub-combinations: comprehensive high school and community college; area vocational school and community college; post-secondary proprietary school and community college. Community College presidents seem to be the most deviant among administrators. See Table 4.53 on page 111 for a more detailed analysis of the findings.

Table 4.53

Administrator Responses to Item 21 by Institutional Type^a

Sample (A)	Sample (B)	Number of Observations		Mean Sample (A)	Mean Sample (B)	T-value ^b
		Sample (A)	Sample (B)			
1	3	311	297	2.6	2.4	3.07
2	3	308	297	2.7	2.4	3.48
3	4	297	264	2.4	2.8	-4.23

^aInstitutional Type:

1 = Comprehensive High School

2 = Area Vocational School

3 = Community College

4 = Post-Secondary Proprietary School

^bSignificant at the .05 level

Item 22. A coeducational faculty provides a healthy atmosphere.

For this item administrator response differences were significant at the .05 level in five of the six possible sub-combinations: comprehensive high school and area vocational school; comprehensive high school and proprietary school; area vocational school and community college; area vocational school and proprietary school; community college and proprietary school. Table 4.54 on page 112 shows the extent of the agreement differences.

Item 23. Career women play down feminine appearance in order to be taken seriously.

Significant differences did not exist for this item among the administrator respondents in the four types of institutions.

Table 4.54

Administrator Responses to Item 22 by Institutional Type^a

Sample (A)	Sample (B)	Number of Observations		Mean Sample (A)	Mean Sample (B)	T-value ^b
		Sample (A)	Sample (B)			
1	2	311	308	4.4	4.3	3.34
1	4	311	264	4.4	4.2	5.23
2	3	308	297	4.3	4.4	-2.74
2	4	308	264	4.3	4.2	2.48
3	4	297	264	4.4	4.2	4.67

^aInstitutional Type:

1 = Comprehensive High School

2 = Area Vocational School

3 = Community College

4 = Post-Secondary Proprietary School

^bSignificant at the .05 level

Item 24. Most women would like to end their educational careers
as area vocational teachers.

Significant differences existed for administrators in five of the possible six sub-combinations: comprehensive high school and area vocational school; comprehensive high school and proprietary school; area vocational school and community college; area vocational school and proprietary school; community college and proprietary school. Response differences were significant at the .05 level as evidenced in Table 4.55 on page 113.

Table 4.55

Administrator Responses to Item 24 by Institutional Type^a

Sample (A)	Sample (B)	Number of Observations		Mean Sample (A)	Mean Sample (B)	T-value ^b
		Sample (A)	Sample (B)			
1	2	311	308	2.9	2.4	7.13
1	4	311	264	2.9	3.2	-3.73
2	3	308	297	2.4	2.9	-7.72
2	4	308	264	2.4	3.2	-11.44
3	4	297	264	2.9	3.2	-4.34

^aInstitutional Type:

1 = Comprehensive High School

2 = Area Vocational School

3 = Community College

4 = Post-Secondary Proprietary School

^bSignificant at the .05 level

Item 25. Women have unique qualities to bring to the classroom
that are not present in male faculty.

Using the analysis of variance statistical procedure, significant differences were found among administrators responses in the four institutional types. The actual differences among institutional types were identified by means of the Behren's Fisher t-test. Differences existed in the following sample pairs: comprehensive high school and area vocational school; comprehensive high school and community college; comprehensive high school and proprietary school. Administrators in the comprehensive high school were the most deviant according to the findings in Table 4.56, which is found on page 114.

Table 4.56

Administrator Responses to Item 25 by Institutional Type^a

Sample (A)	Sample (B)	Number of Observations		Mean Sample (A)	Mean Sample (B)	T-value ^b
		Sample (A)	Sample (B)			
1	2	311	308	3.7	3.5	2.20
1	3	311	297	3.7	3.5	1.90
1	4	311	264	3.7	3.4	2.99

^a Institutional Type:

1 = Comprehensive High School

2 = Area Vocational School

3 = Community College

4 = Post-Secondary Proprietary School

^b Significant at the .05 levelSummary

This chapter provided some facts regarding differences and similarities between faculty and between administrators, and among faculty and administrators as a function of institutional type. In analyzing these differences and similarities, an item analysis was performed according to the sub-scales dual-role conflict, advancement possibilities and career aspirations.

Some of the highlights pertaining to these findings are as follows: The majority of female faculty in the four institutional types--area vocational school, community college, comprehensive high school, post-secondary proprietary school--agreed with the dual-role conflict items: It is fine for a woman to work if her children are adequately cared for; Women can live in productive harmony with men fulfilling complementary and supplementary roles; It is possible to be

successful at both marriage and a career; Women who want full equality should be prepared to accept equal responsibility; A coeducational faculty provides a healthy atmosphere.

Approximately eighty percent of the female faculty in the four institutional types disagreed with the statement that career women play down feminine appearance in order to be taken seriously. And while about forty percent of the female faculty agreed with the statement that marriage is an asset for professional women, only about thirty percent agreed that children are an asset for professional women. Mixed feelings reflected the responses regarding the intellectual achievement of women. The majority of area vocational school and community college female faculty agreed that intellectual achievement is viewed as competitively aggressive behavior, while the majority of comprehensive high school and proprietary school faculty disagreed. Faculty in all institutions disagreed with the statement that women in supervisory positions have difficulty dealing with males in subordinate positions.

From the responses regarding female faculty perceptions relating to their advancement possibilities, the following conclusions were drawn: Of the four groups of female faculty who responded to these sub-scale items, post-secondary proprietary school faculty showed the most agreement (ninety-eight percent) with the statement that the possibilities for a woman to be promoted to the next academic rank when eligible are only fair. Sixty percent or more of the female faculty in the four types of institutions agreed with the statements that the higher the educational attainment of women the greater the chances for their advancement; and that in general, professional women are on par

with professional men at this institution. Forty-nine percent of the proprietary school faculty disagreed with the statement--in this institution women are not as likely to achieve positions of leadership as men.

An analysis of the career aspiration sub-scale items showed that the majority of faculty respondents agreed with the statements: Professional women can realistically expect to have a life-long career; Women have as much need to achieve as men; Most women would rather be promoted by merit rather than by seniority. The majority of female faculty in the four types of institutions disagreed with the statements: A woman's professional career should be subservient to her husband's; Most women would like to be promoted to an administrative position. Mixed perceptions regarding how most women would like to end their careers were evident among faculty in all institutional types.

The majority of administrators in the four institutional types--area vocational school, community college, comprehensive high school and proprietary school--agreed with the dual-role conflict items: It is fine for a woman to work if her children are adequately cared for; Women can live in productive harmony with men filling complementary and supplementary roles; It is possible to be successful at both marriage and a career; Professional women tend to think of employment as a lifetime career; Women who want full equality should be prepared to accept equal responsibility; A coeducational faculty provides a healthy atmosphere; Women have unique qualities to bring to the classroom that are not present in male faculty.

The majority of vocational administrators disagreed with the statements: Intellectual achievement of women is viewed as competitively aggressive behavior; Women in supervisory positions have difficulty dealing with males in subordinate positions; Career women play down feminine appearance in order to be taken seriously. Mixed perceptions were found regarding the following: A mother's working can be easily accepted by a child; Marriage is an asset for professional women; For professional women children are an asset; A woman's first responsibility is to be a feminine companion of men and a mother.

Administrator responses to advancement possibility sub-scale items showed that more than sixty-five percent of the respondents agreed with the statements: The possibilities for a woman to be promoted to the next academic rank when eligible are only fair; The higher the educational attainment of women the greater the chances for their advancement; Women successfully compete with men; and in general, professional women are on par with professional men. Responses regarding administrators' perceptions to the statement that in this institution women are not as likely to achieve positions of leadership as men, were mixed. Administrators responded positively to three of the six career aspiration items. They agreed with the following statements: Professional women can realistically expect to have a life-long career; Women have as much need to achieve as men; Most women would rather be promoted by merit rather than by seniority. Administrators disagreed with the statement that a woman's professional career should be subservient to her husband's, while mixed perceptions were evident regarding the statements

that most women would like to be promoted to an administrative position; and that most women would like to end their educational careers as teachers.

Over eighty-five percent of the female faculty and vocational administrators in each of the four types of institutions agreed with the following five statements: It is fine for a woman to work if her children are adequately cared for; Women can live in productive harmony with men filling complementary and supplementary roles; Women have as much need to achieve as men; Women who want full equality should be prepared to accept equal responsibility; A vocational faculty provides a healthy atmosphere. Four of the items were dual-role conflict statements and one focused on career aspirations.

Eight statements were identified in which fewer than half (less than fifty percent) of the female vocational faculty and administrators from each type of institution agreed. These could be interpreted as items in which a high rate of disagreement existed. They included the following: Marriage is an asset for professional women; For professional women children are an asset; A woman's professional career should be subservient to her husband's; Most women would like to be promoted to an administrative position; A woman's first responsibility is to be a feminine companion of men and a mother; Women in supervisory positions have difficulty dealing with males in subordinate positions; Career women play down feminine appearance in order to be taken seriously; Most women would like to end their educational careers as teachers. For these items where disagreement was evident, five of the statements reflected dual-role conflict, while the other three were in the category of career aspirations.

that most women would like to be promoted to an administrative position; and that most women would like to end their educational careers as teachers.

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There were significant differences among the female faculty responses when comparing them by institutional type. The concentration of faculty differences were between three of the six categories. They were: a) area vocational school and proprietary school (twenty-three/twenty-five); b) community college and proprietary school (twenty-three/twenty-five); and c) comprehensive high school and proprietary school (twenty-three/twenty-five).

These findings show that the proprietary school female faculty responses were more often significantly different than those of their counterparts in the other three types of institutions included in the inquiry (sixty-nine of the one hundred significant differences embraced these three sub-groups). Looking at this from another aspect, the faculty of the three other school types (community college, area vocational school, and comprehensive high school) had thirty-two significant differences from the seventy-five possible combinations. Therefore it was evident that female faculty in area vocational schools, community colleges, and comprehensive high schools think more alike with regard to the questionnaire items than do their proprietary school female colleagues.

Item 19 was the only question in which no significant differences were found between faculty by institutional type. The statement read as follows: Intellectual achievement of women is viewed as competitively aggressive behavior.

For vocational administrators, sixty-eight significant differences (out of a possible one hundred and fifty combinations) were found. This was considerably lower than the one hundred differences found among faculty members. The greatest number of differences were found

between administrators in (a) community colleges and proprietary schools (eighteen out of a possible twenty-five); (b) area vocational schools and community colleges (fourteen out of a possible twenty-five); (c) comprehensive high schools and community colleges (twelve out of a possible twenty-five). Therefore, it was evident that administrators disagreed less among themselves than female faculty, and also that the community college presidents were the most deviant group among the vocational administrators with regard to the twenty-five questionnaire items. No significant differences between administrators in any of the four types of institutions were found for questionnaire items 1, 4, 13, 17, 18, and 23.

DEMOGRAPHIC CHARACTERISTICS OF VOCATIONAL FEMALE FACULTY
AND VOCATIONAL ADMINISTRATORS IN THE FOUR INSTITUTIONAL TYPES

Introduction

This chapter assessed the demographic characteristics of female faculty employed in area vocational schools, community colleges, comprehensive high schools, and post-secondary proprietary schools, as well as the administrators in these institutions.

Vocational Female Faculty

Information relating to female faculty in the four institutional types, namely, the area vocational school, the community college, the comprehensive high school, the proprietary school is included in this section. In analyzing the information, only those characteristics were considered which were applicable to female faculty in all institutions. Consequently only thirteen items were analyzed--teaching experience, administrative experience, outside experience (industry, etc.), level of educational attainment, salary, number of children, number of children in each age group (from birth to five years, from six to twelve years, from thirteen to eighteen, eighteen and older), marital status, age and vocational area.

Experiences for female faculty included those years spent in the field of education--in teaching and in administration--and those which were spent outside of education in industry, government and in the military. As shown in Figure 5.1 on page 123 teaching experience for female faculty in the four types of institutions was distributed over a

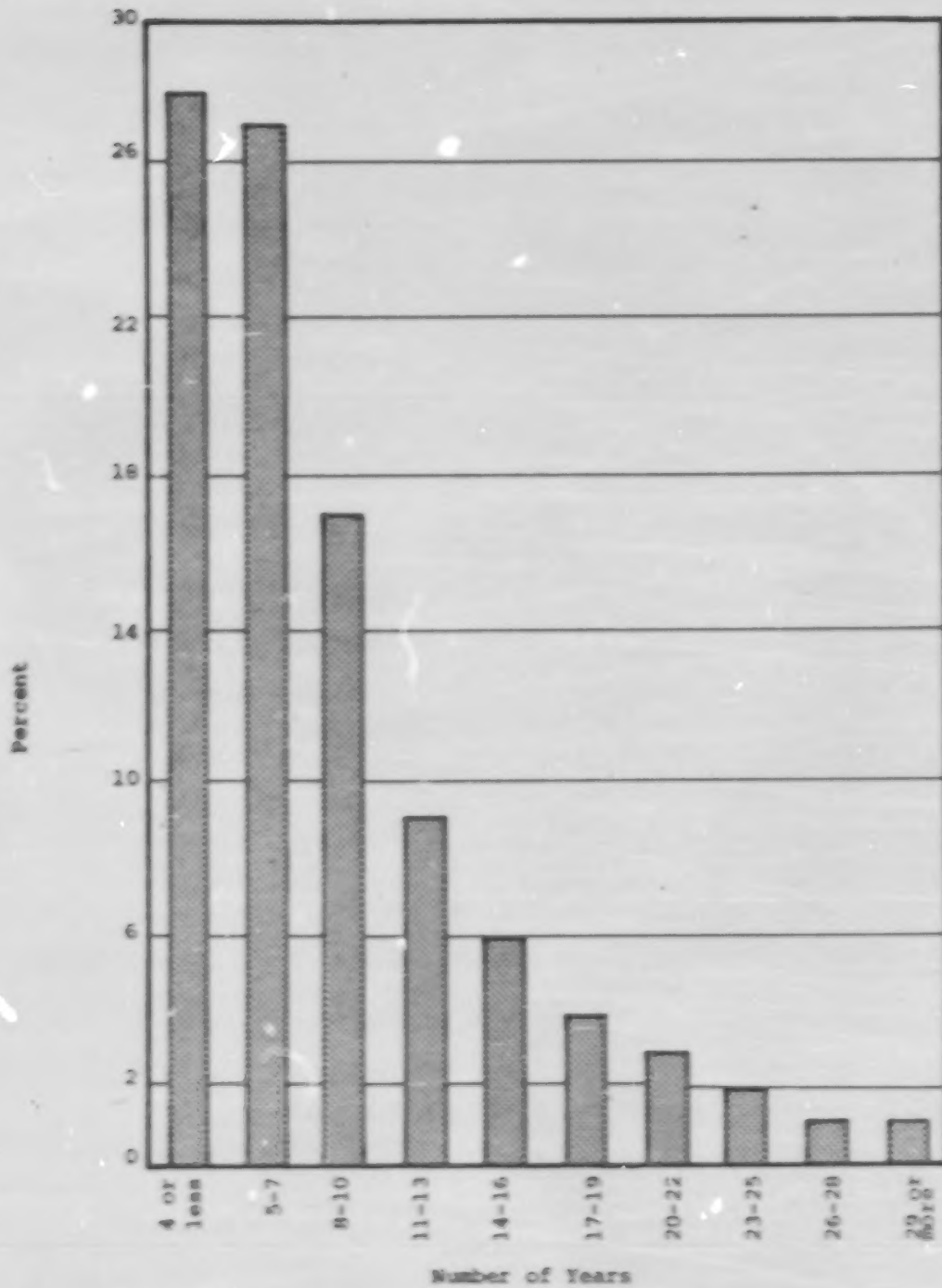


Figure 5.1. Distribution of Teaching Experience for Faculty in the Four Institutional Types

period of more than twenty-nine years. Twenty-eight percent of the female faculty taught four years or less, while only one percent of the respondents taught twenty-nine years or more. The average female faculty member in the four institutional types had been teaching 7.9 years.

Administrative experience for female faculty members in the four types of institutions averaged 3.8 years. The distribution of administrative experience for female faculty is displayed in Figure 5.2 on page 125. Twenty-three percent of the respondents had at least one year of experience in administration, while two percent had at least nine years of administrative experience.

An examination of experience outside of education revealed that female faculty in all institutions sampled averaged 9.2 years of work experience in either business, industry, the government or the military. The distribution of years of experience outside of education for female faculty is displayed in Figure 5.3 on page 126.

The distribution of the level of educational attainment of female faculty in the four institutional types is shown in Figure 5.4 on page 127. The Bachelor's Degree is the highest degree attained by fifty percent of the female faculty, while thirty-one percent held the Master's Degree and only one percent has completed the Doctorate. Thirteen percent of those who responded categorized their level of educational attainment as "other." The "other" category included completion of a State Board examination, State certification, and licensing.

Figure 5.5 on page 128 shows the distribution of salary for female vocational faculty members. Mean salary for female vocational faculty

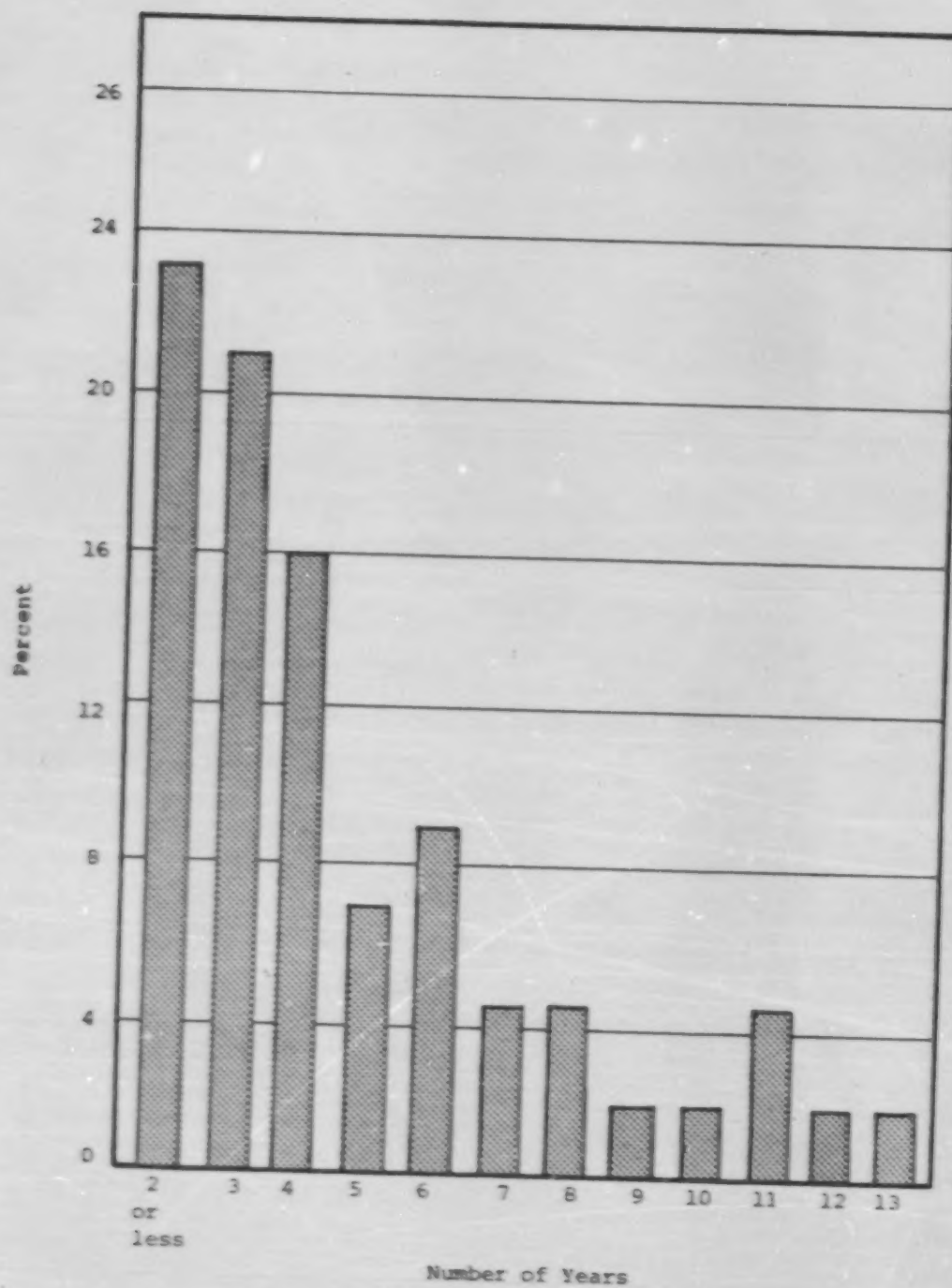


Figure 5.2. Distribution of Administrative Experience for Faculty in the Four Institutional Types

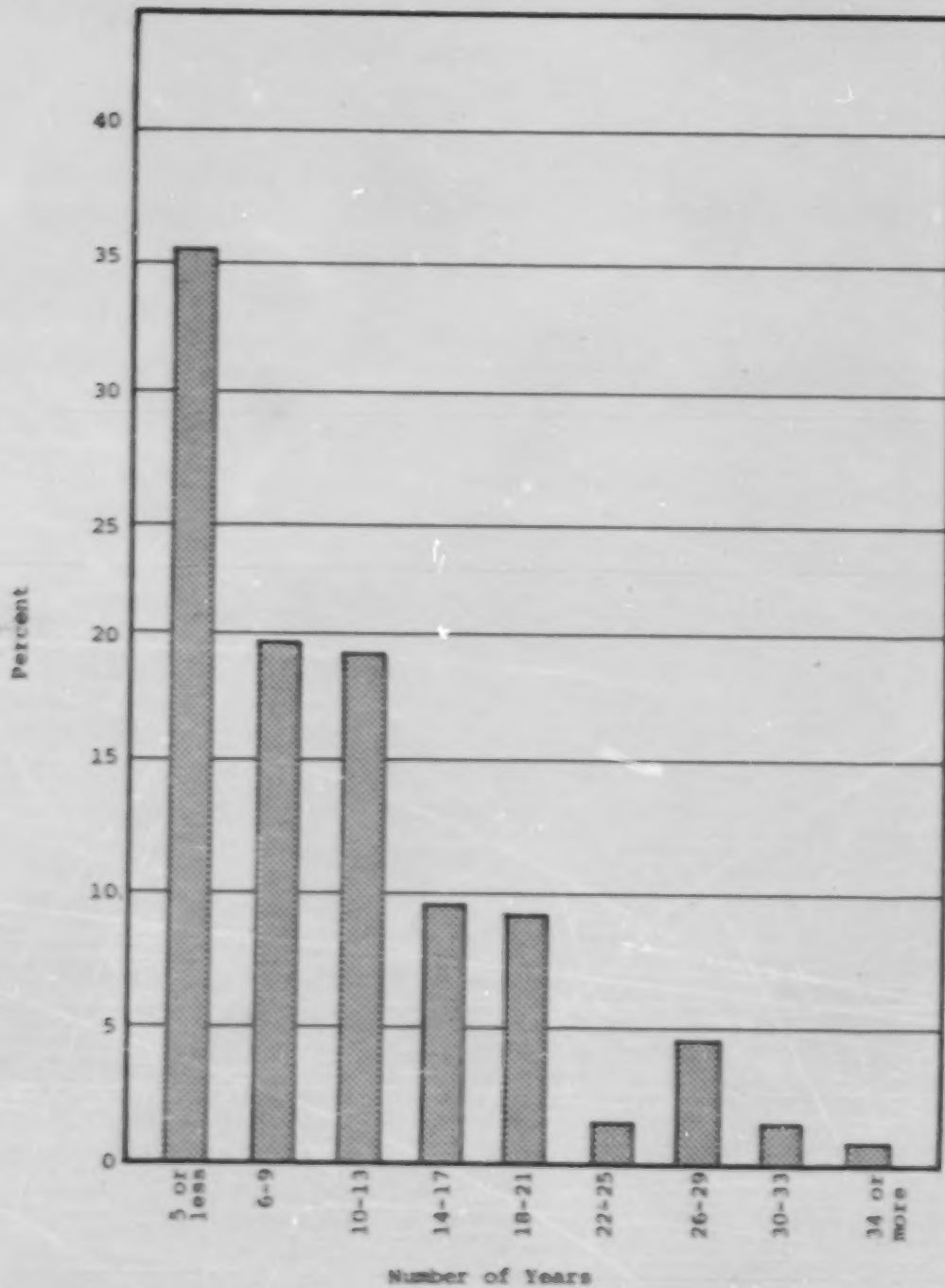
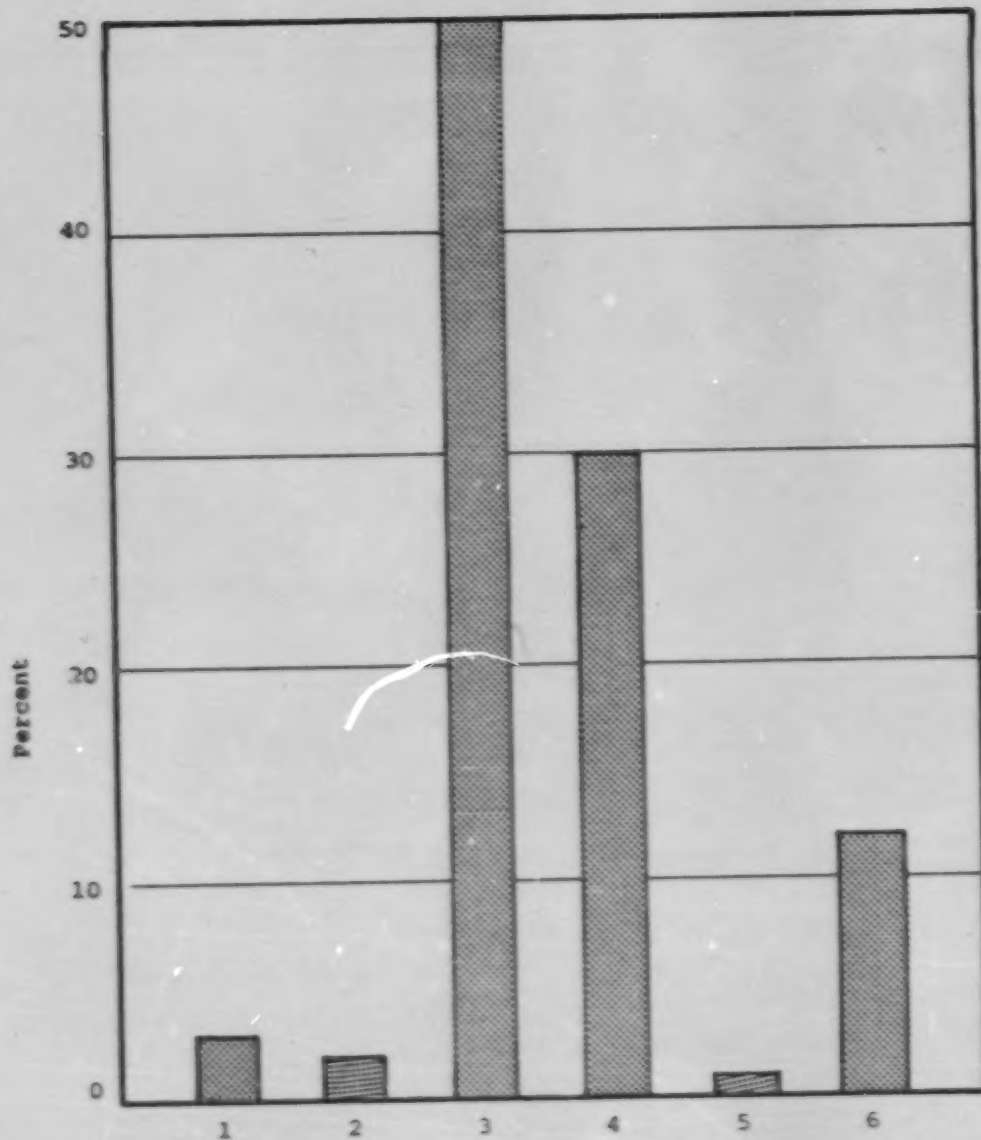


Figure 5.3. Distribution of Experience Outside of Education for Faculty in the Four Institutional Types



Level of Educational Attainment

- 1 = No degree (High School Graduate)
- 2 = Associate Degree
- 3 = Bachelor Degree
- 4 = Master Degree
- 5 = Doctorate
- 6 = Other (Board exams, State certification, Licensing)

Figure 5.4. Educational Attainment of Female Faculty in the Four Institutional Types

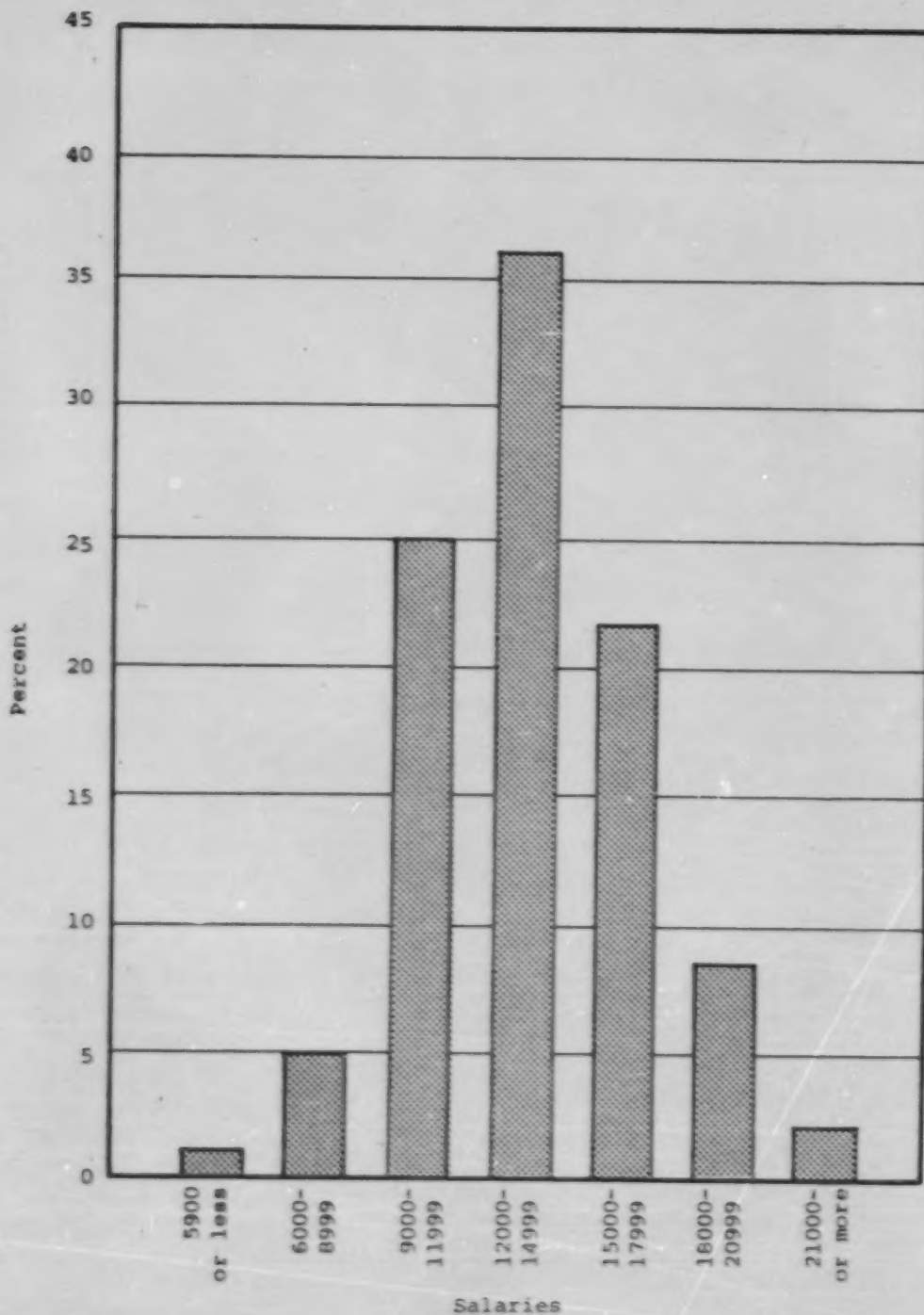


Figure 5.5. Distribution of Salaries for Female Vocational Faculty in the Four Institutional Types

in area vocational schools, community colleges, comprehensive high schools, and post-secondary proprietary schools was \$10,628.79. Minimum salary received was \$3,000.00, while maximum was \$36,000.00.

The distribution of the number of children per female faculty member is shown in Figure 5.6 on page 130. Findings indicated that female faculty, on the average, had 2.3 children. Of the faculty sampled in the four types of institutions, seventy-two percent had one child less than 5 years of age (Figure 5.7 on page 131), sixty-four percent had one child in the age group 6 to 12 years of age (Figure 5.8 on page 132), fifty-four percent had one child in the age group 13 to 18 years of age (Figure 5.9 on page 133), and thirty-nine percent had at least two children 18 years of age or older (Figure 5.10 on page 134).

The marital status of vocational female faculty in the four types of institutions was examined. The findings, as shown in Figure 5.11 on page 135, indicated that only twenty-three percent of the female faculty in vocational institutions who responded were single, while seventy-seven percent were either married, widowed, separated or divorced.

The average age of female vocational faculty in the four types of institutions was 39.2 years. Twenty-four percent were between the ages of nineteen and twenty-nine, while thirteen percent were fifty-five years of age or older. The distribution of age for vocational female faculty in the four types of institutions is shown in Figure 5.12 on page 136.

The Health and Business areas accounted for approximately sixty-one percent of the female vocational faculty in the four institutional types, while only a small percentage were found in programs categorized

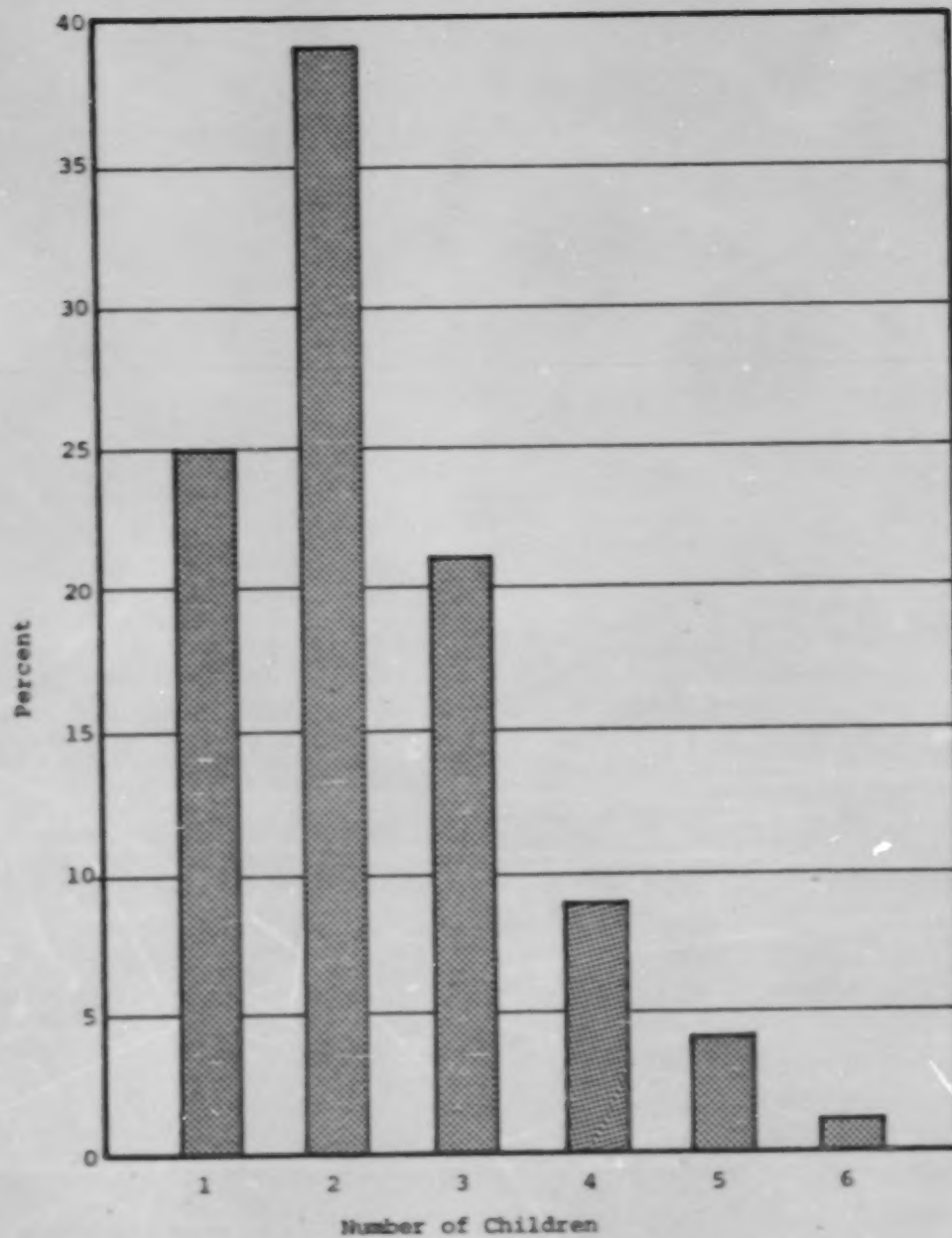


Figure 5.6. Distribution of Number of Children for Female Faculty in the Four Types of Institutions

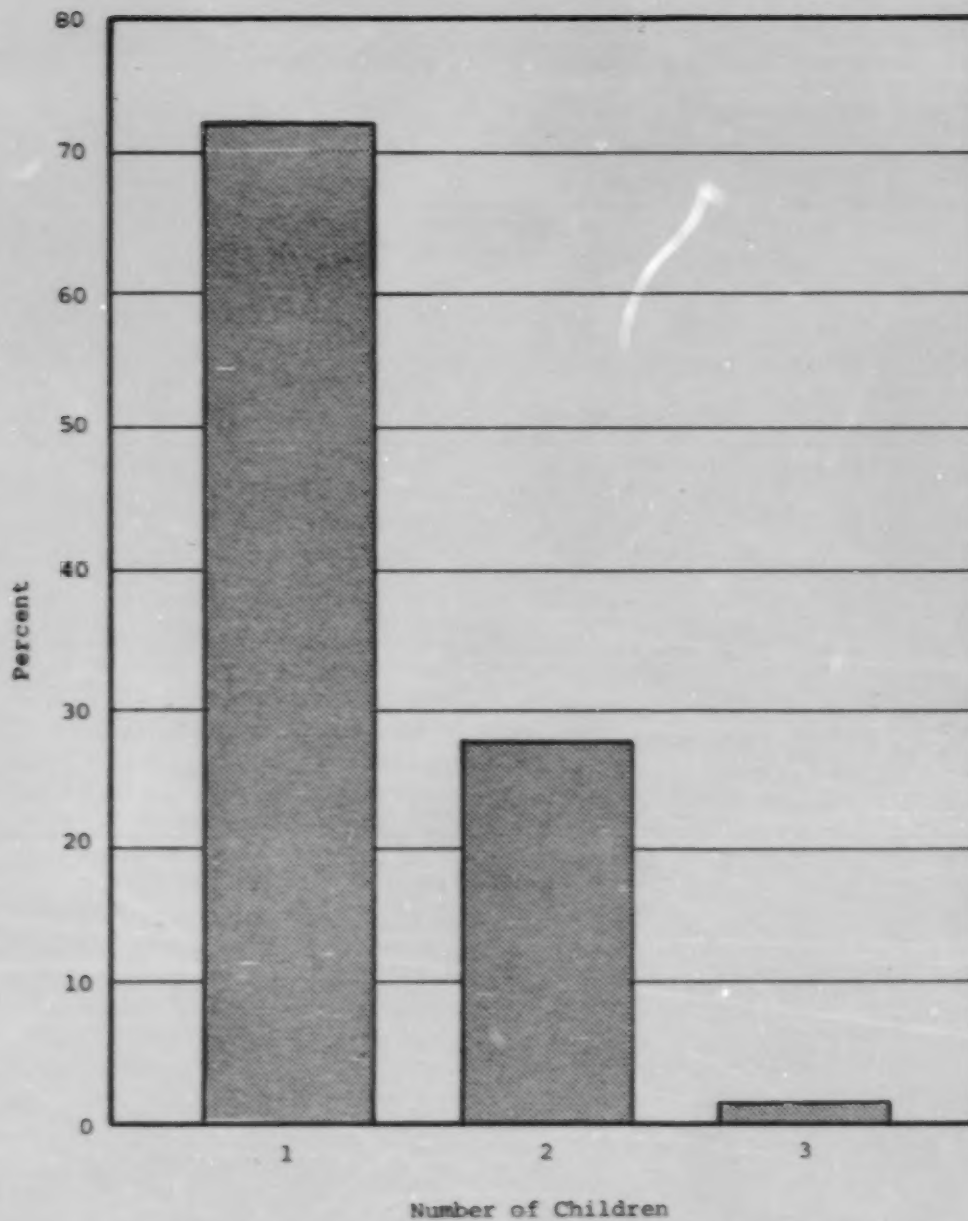


Figure 5.7. Distribution of Number of Children in the Age Group Birth to Five Years for Vocational Female Faculty in the Four Types of Institutions

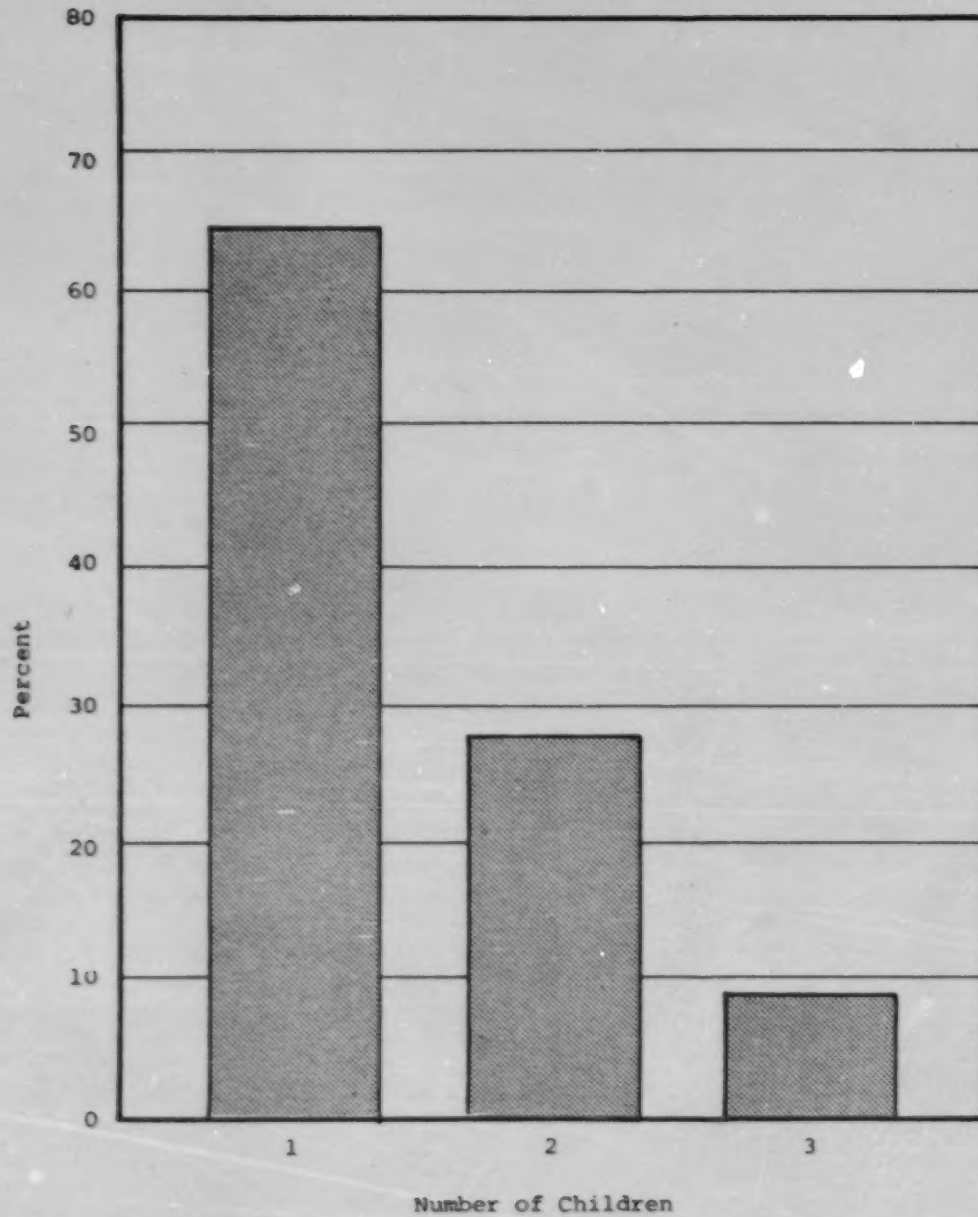


Figure 5.8. Distribution of Children in the Age Group Six to Twelve Years for Female Faculty in the Four Types of Institutions

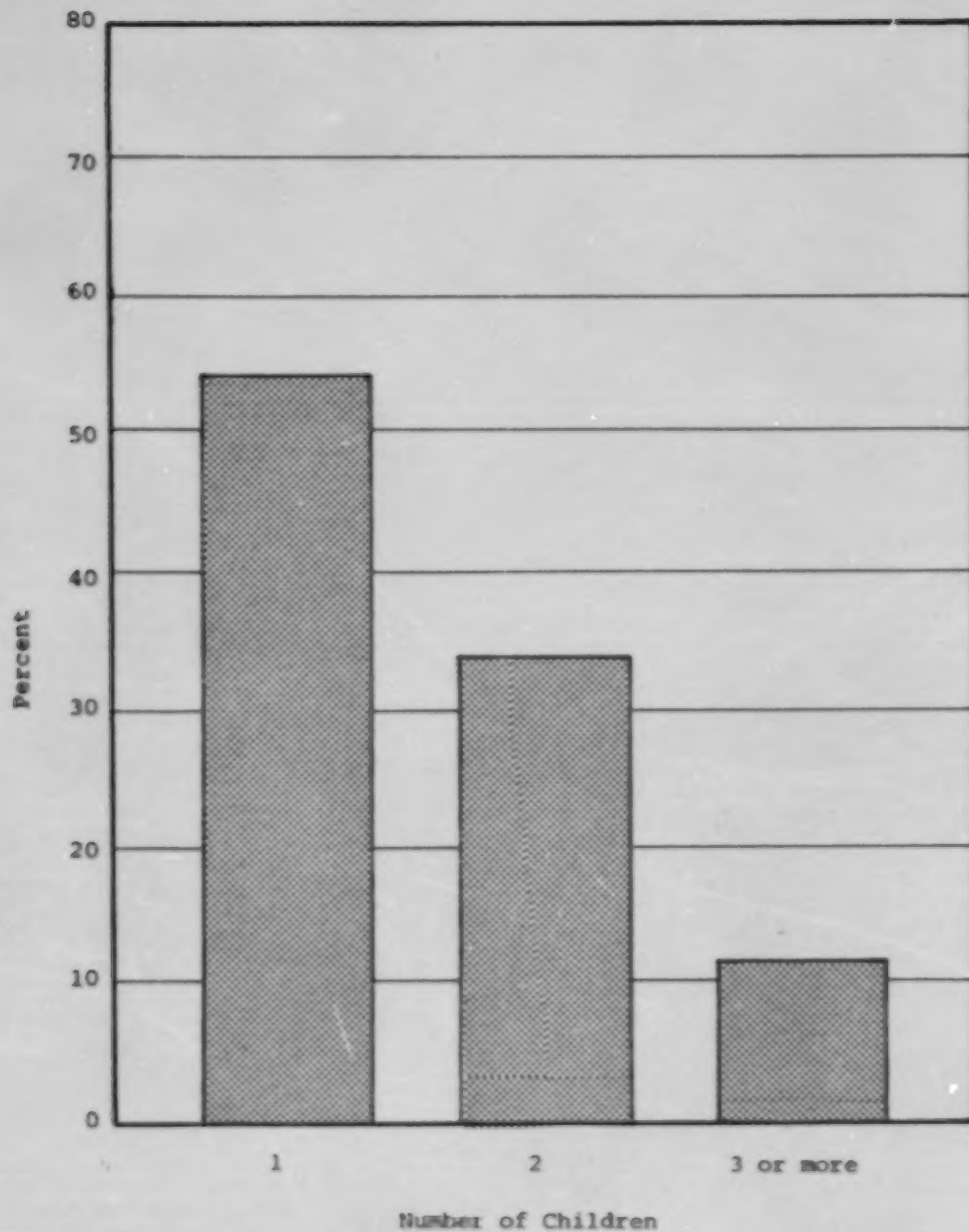


Figure 5.9. Distribution of Children in the Age Group Thirteen to Eighteen Years for Female Faculty in the Four Types of Institutions

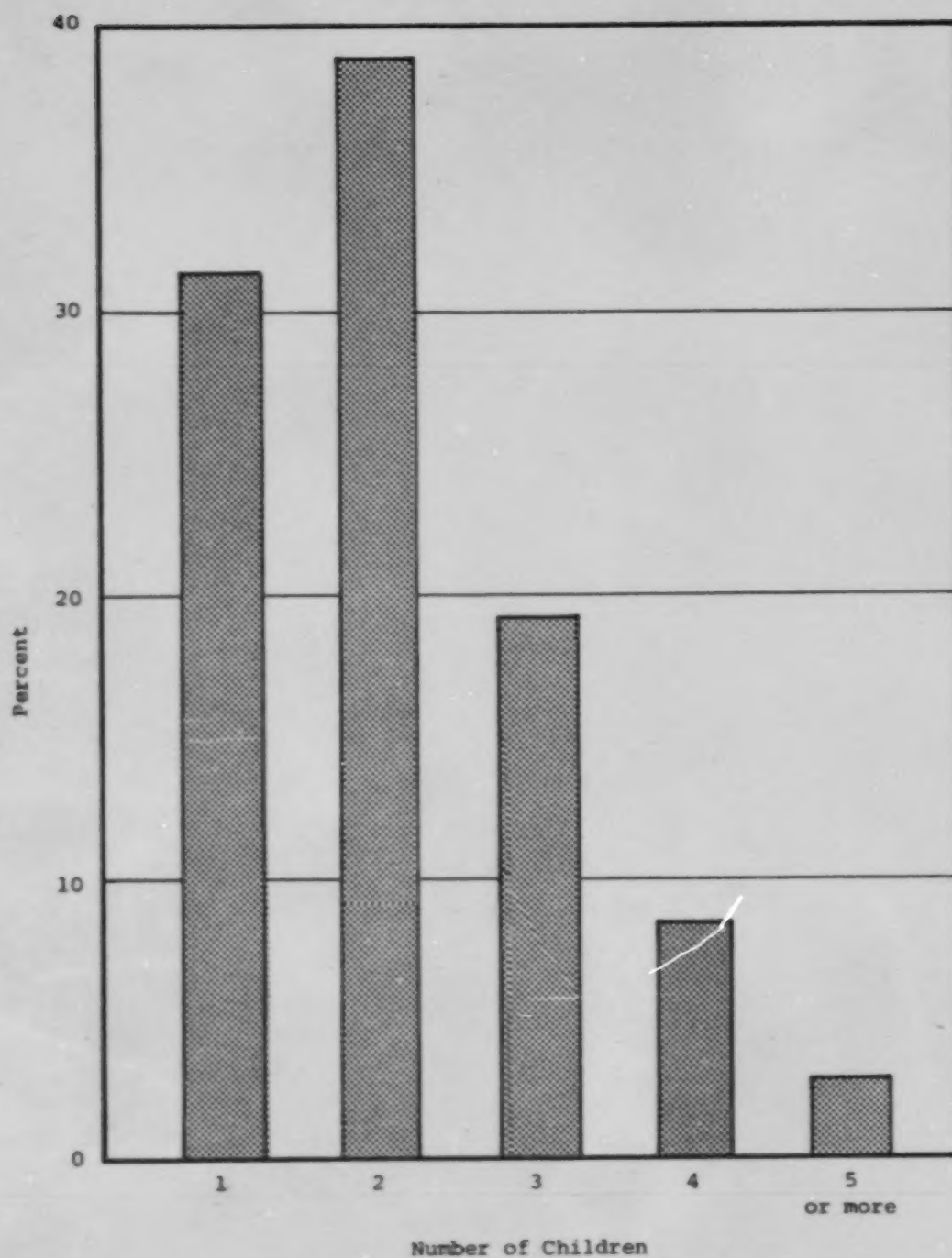
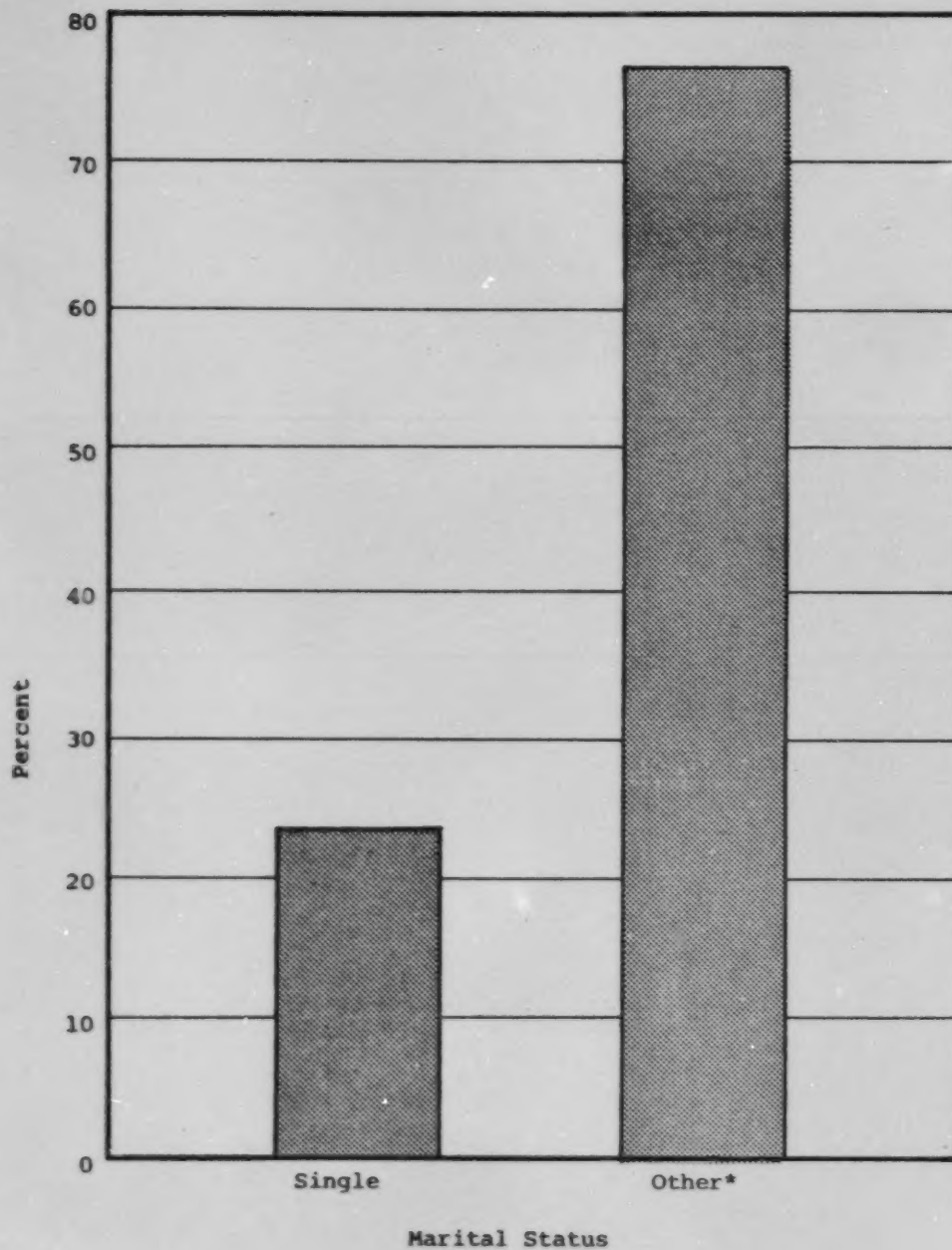


Figure 5.10. Distribution of Children in the Age Group Eighteen Years and Older for Female Faculty in the Four Types of Institutions



*Other = Married
Widowed
Divorced
Separated

Figure 5.11. Marital Status of Vocational Female Faculty in Four Types of Institutions

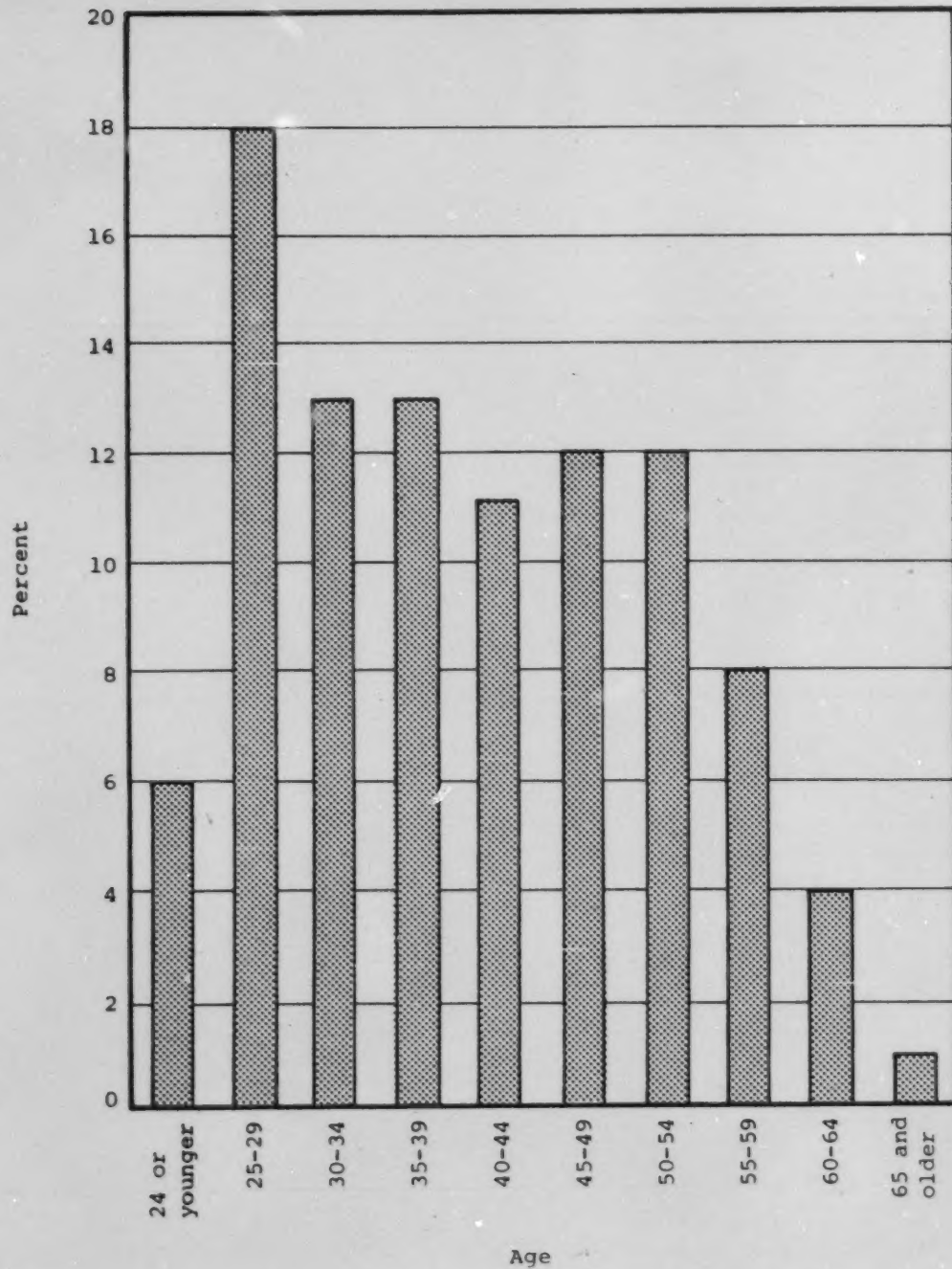


Figure 5.12. Distribution of Age for Vocational Female Faculty in the Four Types of Institutions

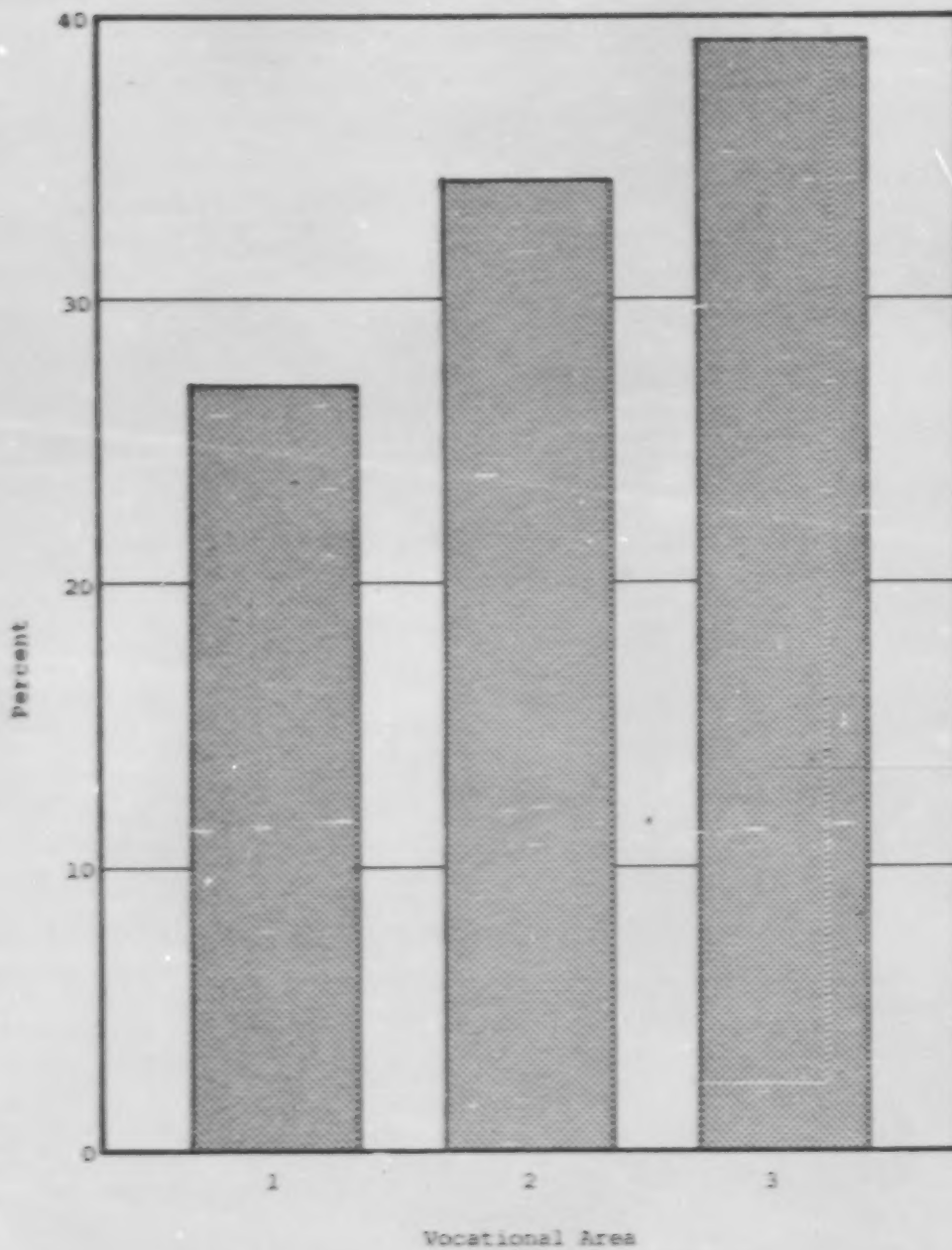
as "other." The "other" category included the following vocational areas: Agriculture, Distributive Education, Gainful Home Economics and Trade and Industrial Occupations. Figure 5.13 on page 138 displays these findings.

The results outlined in the preceding paragraphs gave a general assessment of the profile of the typical female faculty member in vocational institutions. For further analysis, Table 5.1 below gives the mean and range for each demographic characteristic common to female faculty in the four types of institutions.

Table 5.1
Faculty Demographic Data in Four Institutional Types

Demographic Characteristic	Number of Observations	Mean	Range	
			High Value	Low Value
Teaching experience	1072	7.95	41.0	1.0
Administrative experience	43	3.88	12.0	1.0
Outside experience	740	9.24	50.0	1.0
Degree held	1395	3.53	6.0	1.0
Salary	1305	10628.79	35000.0	1.0
Number of Children	853	2.37	9.0	1.0
Child to five	116	1.30	3.0	1.0
Child to twelve	214	1.44	4.0	1.0
Child to eighteen	224	1.59	5.0	1.0
Child eighteen and older	280	2.10	5.0	1.0
Marital Status	1392	1.768	2.0	1.0
Age	1367	39.26	61.0	19.0
Vocational Area	1401	2.12	3.0	1.0

Each of the demographic characteristics mentioned was significant at the .05 level for female faculty in the four institutional types. However, to identify actual institutional differences where significance occurred between faculty, the Behren's Fisher t-test was performed. The following results were found:



1 = Health

2 = Business

3 = Other (Includes Trade and Industrial Occupations, Home Economics, Distributive Education, Agriculture)

Figure 5.13. Distribution of Vocational Area for Female Faculty Employed in the Four Types of Institutions

1. Teaching experience was significant at the .05 level in five of the six possible sample pairs: comprehensive high school and area vocational school; comprehensive high school and community college; comprehensive high school and post-secondary proprietary school; area vocational school and post-secondary proprietary school; community college and post-secondary proprietary school.
2. Administrative experience for female faculty was significant at the .05 level in four of the sample pairs: comprehensive high school and community college; comprehensive high school and post-secondary proprietary school; area vocational school and community college; area vocational school and proprietary school.
3. Experience outside of education was found to be significant in five of the six possible sub-combinations: comprehensive high school and community college; comprehensive high school and area vocational school; comprehensive high school and post-secondary proprietary school; area vocational school and post-secondary proprietary school; and community college and proprietary school.
4. Level of educational attainment was significant among faculty in the area vocational school and the comprehensive high school; comprehensive high school and community college; comprehensive high school and proprietary school; area vocational school and community college; area vocational school and post-secondary proprietary school.

5. Salary was found to be significant in five of the sample pairs: comprehensive high school and community college; comprehensive high school and post-secondary proprietary school; area vocational school and community college; area vocational school and post-secondary proprietary school; community college and post-secondary proprietary school.
6. Significant differences regarding the number of children among female faculty existed in three of the sub-combinations: comprehensive high school and area vocational school; comprehensive high school and community college; area vocational school and post-secondary proprietary school. Grouping the number of children into four different age groups revealed that

a) for those female faculty having children under five years of age, significant differences were found in the sample pairs: comprehensive high school and area vocational school; comprehensive high school and community college; comprehensive high school and proprietary school, with the comprehensive high school faculty being the most deviant of all.

b) for those female faculty having children from age six to twelve, significant differences were found in the sub-combinations: comprehensive high school and area vocational school; comprehensive high school and community college; comprehensive high school and proprietary school; community college and proprietary school.

c) for those female faculty having children from age thirteen to eighteen, significant differences were found among faculty in the comprehensive high school and area vocational school; comprehensive high school and community college; comprehensive high school and proprietary school; area vocational school and proprietary school; community college and proprietary school.

d) for those female faculty having children eighteen years of age and older, significant differences were found in the comprehensive high school and area vocational school; comprehensive high school and community college; comprehensive high school and proprietary school; area vocational school and community college.

7. Marital status was significant at the .05 level in only two of the six possible sample pairs: comprehensive high school and area vocational school; and area vocational school and community college.
8. Age was found to be significant in four of the sample pairs: area vocational school and comprehensive high school; comprehensive high school and community college; area vocational school and post-secondary proprietary school; area vocational school and community college.
9. Vocational area of female faculty was significant at the .05 level in five of the sample pairs: comprehensive high school and area vocational school; comprehensive high school and

community college; area vocational school and post-secondary proprietary school; community college and proprietary school; area vocational school and community college.

Further analysis of the demographic characteristics of vocational female faculty in the four types of vocational institutions can be found in Table 5.2 below and Table 5.3 on page 143.

Table 5.2

Differences Between Faculty Responses to Demographic Data Form

Item	Response Differences	(Significant at .05 level)
1. Teaching experience	X	
2. Administrative experience	X	
3. Outside experience	X	
4. Degree held	X	
5. Salary	X	
6. Number of Children	X	
7. Number of Children in each age group		
Child to five	X	
Child to twelve	X	
Child to eighteen	X	
Child eighteen and older	X	
8. Marital status	X	
9. Age	X	
10. Vocational Area	X	

Table 5.3

Differences Between Faculty Responses
to Demographic Data Form by Institution^a

Item	Sub-Combinations ^b					
	1-2	1-3	1-4	2-3	2-4	3-4
Teaching experience	X	X	X		X	X
Administrative experience		X	X	X	X	
Outside experience	X	X	X		X	X
Degree held	X	X	X	X	X	
Salary		X	X	X	X	X
Number of Children	X	X			X	
Number of Children in each age group						
Child to five	X	X	X			
Child to twelve	X	X	X			X
Child to eighteen	X	X	X		X	X
Child eighteen and older	X	X	X	X		
Marital status	X			X		
Age	X	X	X	X		
Vocational Area	X	X		X	X	X

^aSignificant at the .05 level

^bSub-combinations:

- 1 = Area Vocational School
- 2 = Comprehensive High School
- 3 = Community College
- 4 = Post-Secondary Proprietary School

Vocational Administrators

This section deals with the demographic characteristics of administrators in the four types of institutions--area vocational school, community college, comprehensive high school, post-secondary proprietary school. Because of the diversity in acquired data for each group of administrators, only those characteristics were included in the analysis which were applicable to the majority of vocational administrators in the four institutional types. Consequently only four items were analyzed: teaching experience, administrative experience, sex and age.

The analysis of demographic data for vocational administrators in the four institutional types revealed that vocational administrators in the four types of institutions had an average of 12.8 years of teaching experience between them. Forty percent of the administrators had from one to nine years of experience while twenty-seven percent had eighteen years or more teaching experience. Figure 5.14 on page 145 shows the distribution of teaching experience for vocational administrators in the four institutional types.

Administrative experience for vocational administrators showed a mean of 11.5 years. Nineteen percent had from five to seven years experience in administration while only two percent had more than thirty years experience. The distribution of administrative experience for vocational administrators in area vocational schools, community colleges, comprehensive high schools and post-secondary proprietary schools is shown in Figure 5.15 on page 146.

The distribution of male and female vocational administrators in the four types of institutions is shown in Figure 5.16 on page 147. Of the administrators sampled, eighty-six percent were men. Therefore, it can be concluded that the area of administration in the field of vocational education is dominated by the male sex.

Only forty-seven percent of the administrators sampled responded to the question on age. For these respondents, the mean age in the four institutional types was 43.4 years. The distribution of age for vocational administrators in the four types of institutions is displayed in Figure 5.17 on page 148.

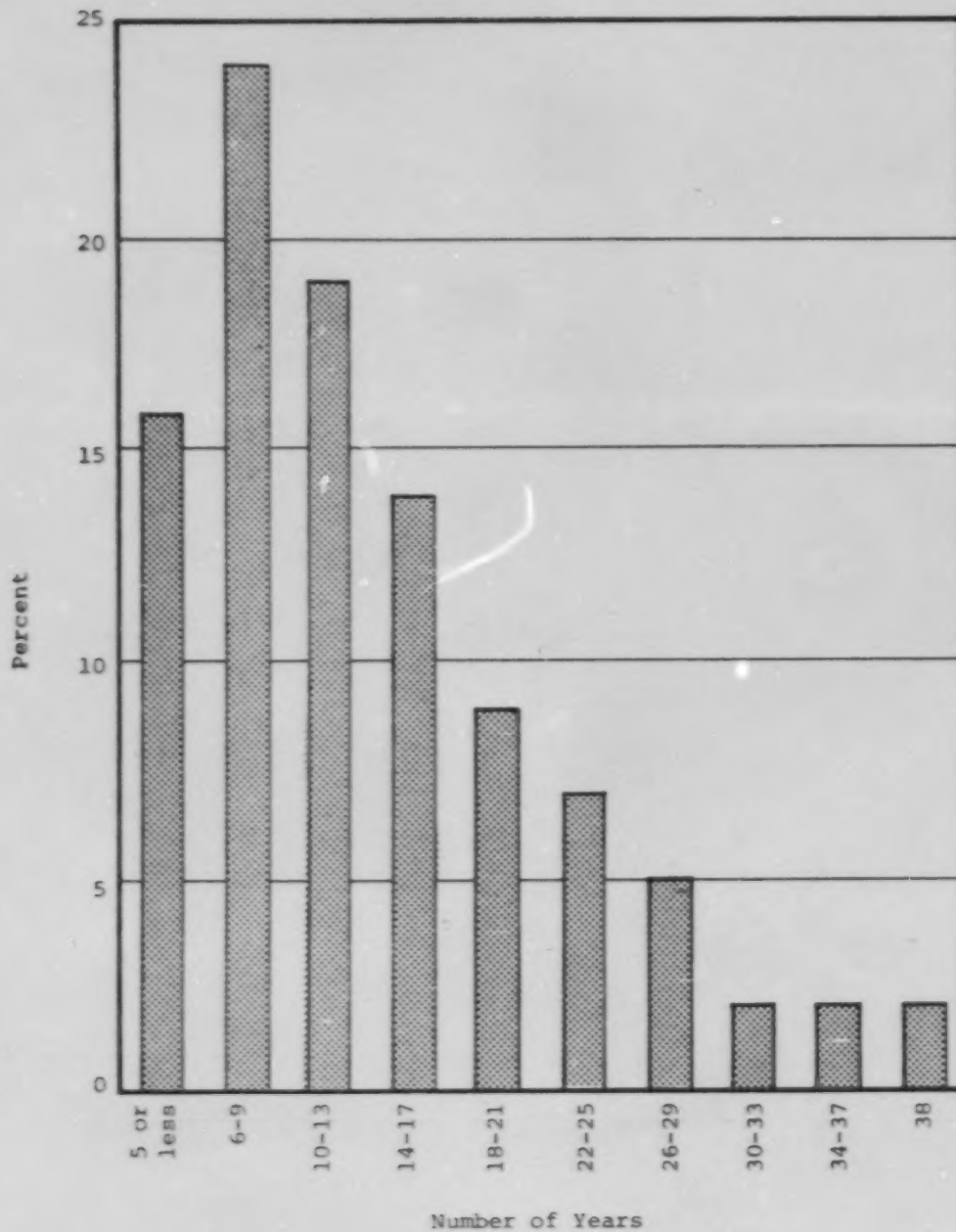


Figure 5.14. Distribution of Teaching Experience for Administrators in Four Institutional Types

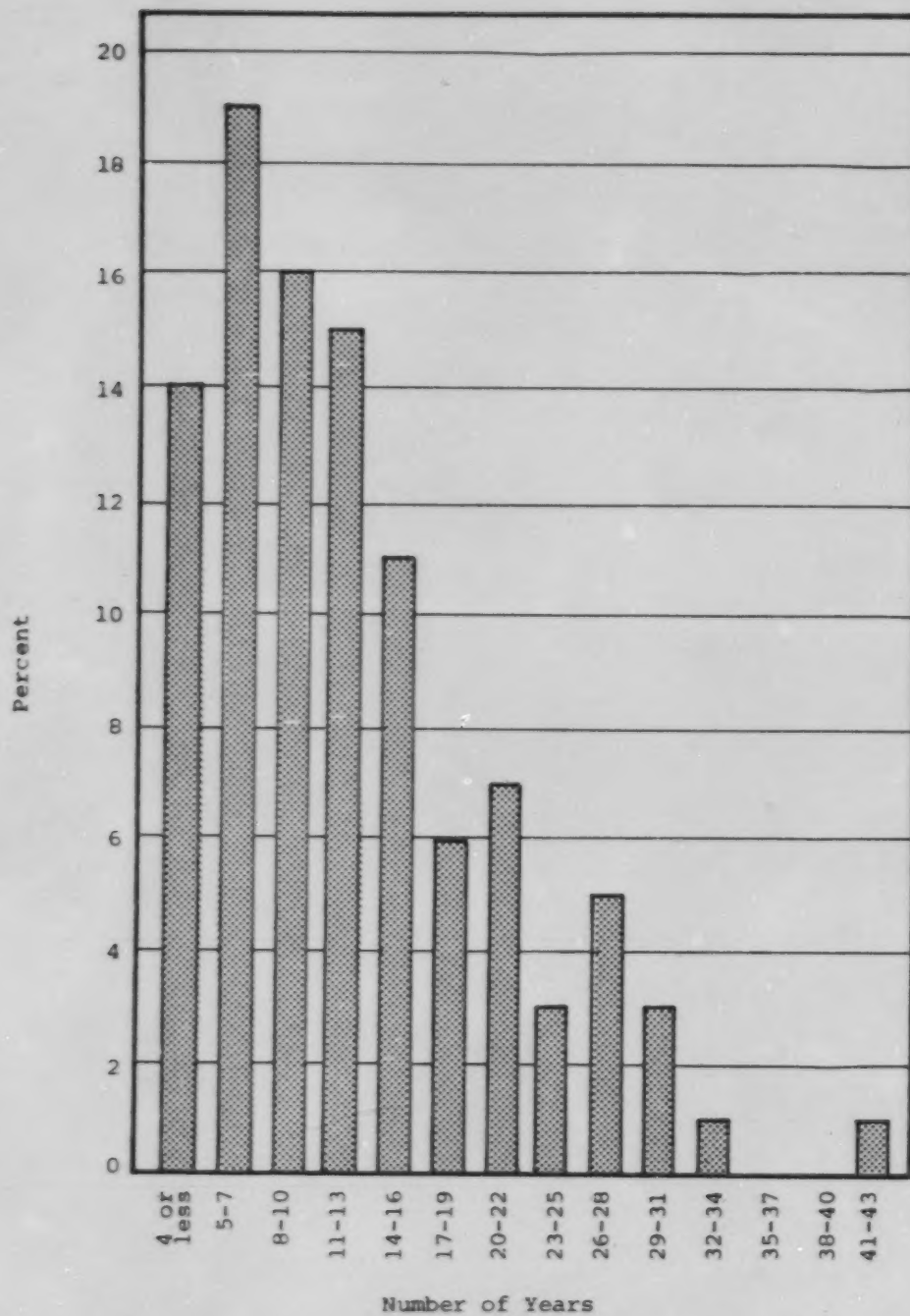


Figure 5.15. Distribution of Administrative Experience for Vocational Administrators in the Four Institutional Types

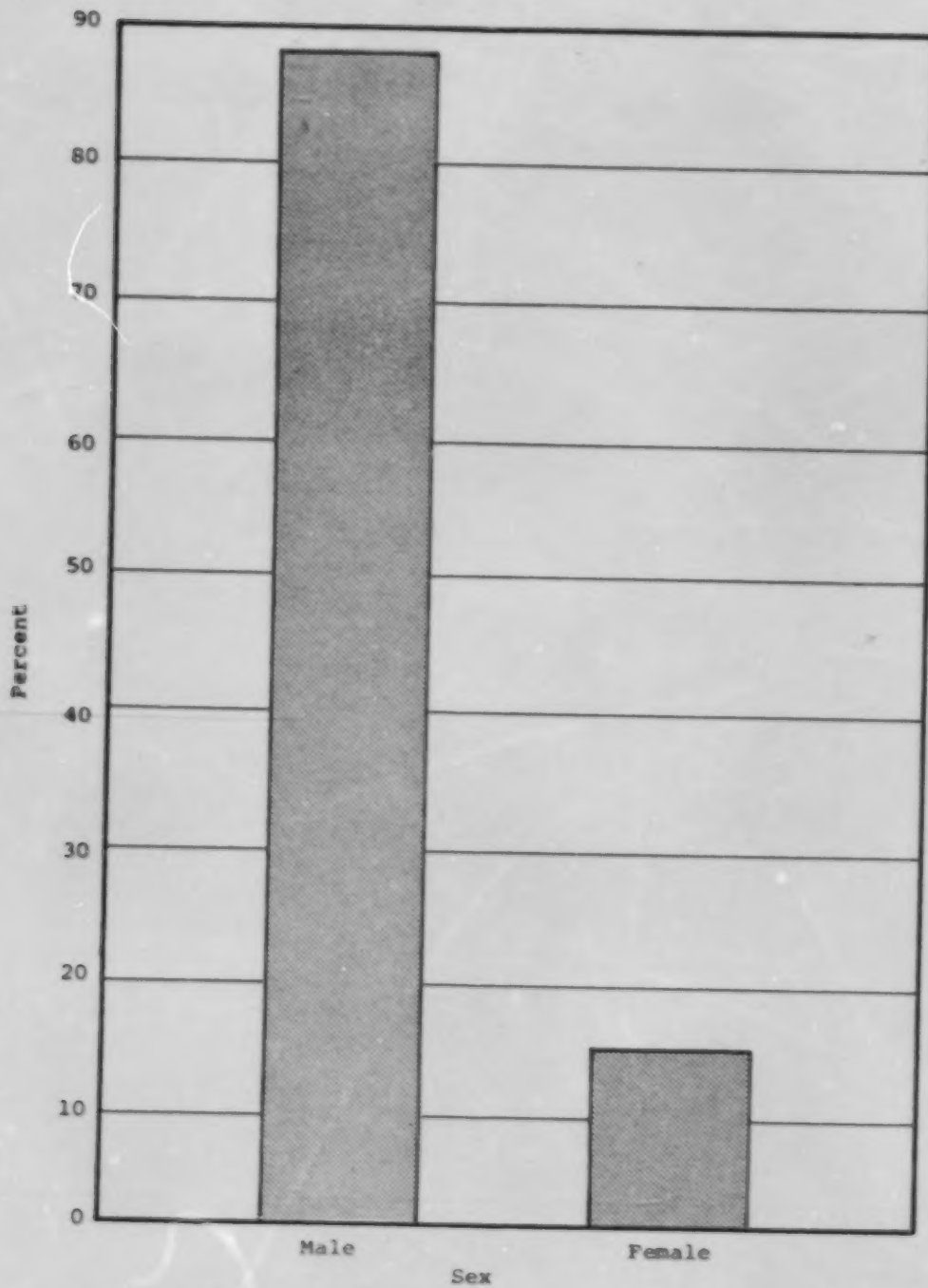


Figure 5.16. Distribution of Sex of Vocational Administrators in the Four Types of Institutions

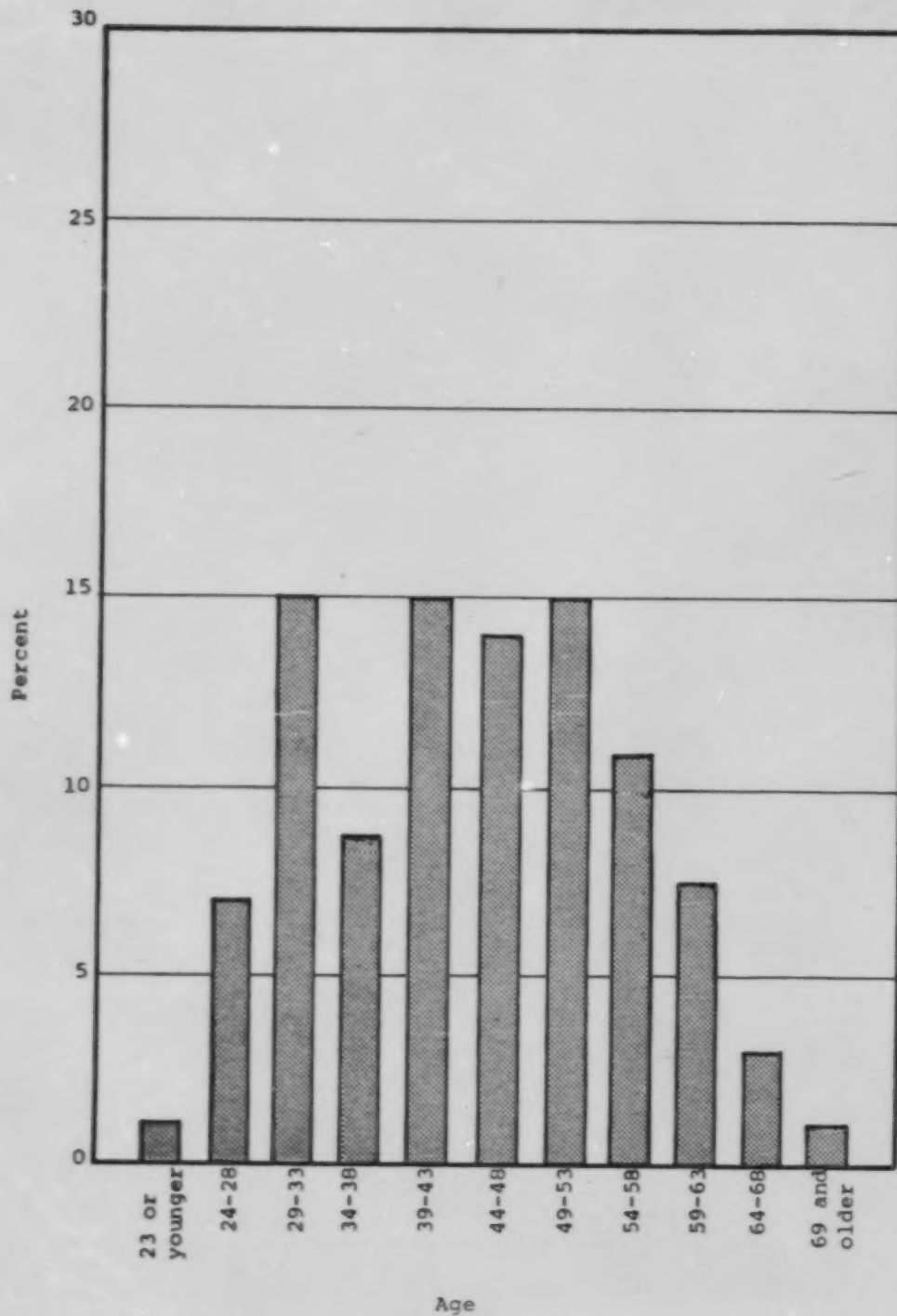


Figure 5.17. Distribution of Age of Administrators in the Four Institutional Types

The results outlined in the preceding paragraphs gave an assessment of the profile of the typical vocational administrator in the four types of institutions, namely, the area vocational school, the community college, the comprehensive high school and the post-secondary proprietary school. Table 5.4 below gives a detailed analysis of the mean and range for each demographic category.

Table 5.4

Administrator Demographic Data in Four Institutional Types

Demographic Characteristic	Number of Observations	Mean	Range	
			High Value	Low Value
Teaching experience	1086	12.82	60.0	1.0
Administrative experience	1028	11.51	45.0	1.0
Sex	1101	1.14	2.0	1.0
Age	555	43.44	82.0	18.0

Each of the demographic characteristics mentioned above was significant at the .05 level for administrators in the four institutional types. Actual institutional differences, however, appeared for only two of the areas--teaching experience and sex and these occurred in five of six possible sample pairs, as evidenced in the performance of the Behren's Fisher t-test. Institutional differences were found to be significant at the .05 level in the following sample pairs for both areas: comprehensive high school and area vocational school; comprehensive high school and community college; comprehensive high school and post-secondary proprietary school; area vocational school and community college; area vocational school and post-secondary proprietary school.

Table 5.5 below shows the areas where differences exist in the four institutional types, and Table 5.6 below shows the actual institutional differences for the two characteristics where significance was found at the .05 level.

Table 5.5

Differences Between Administrator Responses
to Demographic Data Form

Item	Response Differences	(Significant at the .05 level)
1. Teaching experience	X	
2. Administrative experience	X	
3. Sex	X	
4. Age	X	

Table 5.6

Differences Between Administrator Responses
to Demographic Data Form by Institution^a

Item	Sub-combinations ^b					
	1-2	1-3	1-4	2-3	2-4	3-4
Teaching experience	X	X	X	X	X	
Administrative experience						
Sex	X	X	X	X	X	
Age						

^aSignificant at the .05 level

^bSub-combinations:

1 = Area Vocational School

2 = Comprehensive High School

3 = Community College

4 = Post-Secondary Proprietary School

Summary

This chapter presented an overview of the demographic characteristics of the typical vocational female faculty member and the typical vocational administrator in four institutional types: area vocational school, comprehensive high school, community college, and post-secondary proprietary school. From the analysis the following profile of vocational female faculty could be drawn:

The average female faculty member in the four types of institutions was 39.2 years of age and was generally married, or widowed with 2.3 children and earned an annual salary of \$10,628.79. She had a Bachelor's Degree and had taught 7.9 years. She had 3.8 years of administrative experience, as well as 9.2 years of experience outside of education, and her field of specialization was in the field Business Education.

The average vocational administrator in the four institutional types: area vocational school, community college, comprehensive high school and post-secondary proprietary school, on the other hand, was a male, approximately 43 years of age, with 12.8 years of teaching experience, and had been working in administration for 11.5 years.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter provides a summary of this research, as well as conclusions and recommendations based upon the findings contained herein.

SummaryIntroduction

The recent upsurge relating to the status of women in the professions, and in particular, to the status and role of women in vocational education, had initiated several inquiries on behalf of professional organizations. The AVA (the national organization for vocational educators) passed a resolution at its 1971 convention in Chicago which had prompted a four pronged study which was conducted at The Pennsylvania State University under the direction of Angelo C. Gilli, Sr. by Sites (1975), King (1974), Basualdo (1975), and Long (1975). The overall purpose of these four studies was to identify perceptions of female vocational faculty relative to their roles, career aspirations, and perceived occupational possibilities. A second purpose was to determine how the administrators felt about female vocational faculty regarding the same areas.

Included were selected samples of administrators and female vocational faculty from area vocational schools, community colleges, comprehensive high schools, and proprietary schools. Female vocational faculty along with their administrators in these institutional types were surveyed with a twenty-five item Egalitarian Perception Scale questionnaire and a demographic information form.

Statement of the Problem

The purpose of the research contained herein was to identify relationships between perceptions of vocational female faculty and vocational administrators in the four institutional types--area vocational schools, community colleges, comprehensive high schools, and proprietary schools.

In analyzing the relationships among the four types of institutions, the following specific areas were considered in the research:

1. To examine differences in the vocational female faculty responses regarding the sub-scales dual-role conflict, career aspirations, and occupational opportunities, as a function of institutional type.
2. To examine differences in vocational administrators responses regarding the sub-scales dual-role conflict, career aspirations, and occupational opportunities, as a function of institutional type.
3. To examine differences between responses of female faculty and administrators regarding the sub-scales dual-role conflict, career aspirations, and occupational opportunities in the four institutional types.
4. To determine demographic characteristics of female vocational faculty members in the four institutional types.
5. To determine demographic characteristics of vocational administrators in the four institutional types.

Procedures

In analyzing the perceptions between female faculty and the vocational administrators toward female faculty in the four institutional types, the data collected independently by Sites (1975), King (1974), Basualdo (1975), and Long (1975) was utilized. In the total sample involving individuals from the four institutional types, there were 1404 female faculty and 1181 administrators.

Instruments used by the independent researchers to obtain base data included an Equalitarian Perceptions Scale designed to measure differences in perceptions between female faculty and administrators regarding sub-scale items dual-role conflict, career aspirations, and occupational possibilities. The second instrument, a demographic form, was used to measure the status of female faculty and administrators.

Several statistical treatments were utilized to analyze the data and answer the questions in Chapter 1. In analyzing Parts I and II, the Likert Scale was used to examine perceptions of faculty and administrators in the four institutional types. Analysis of variance was computed for both faculty and administrator responses on an item-by-item basis to identify those items where significant mean differences among institutional type existed. The t-test was used to further identify the actual institutional differences for Parts I, II, III, and IV. In responding to the questions regarding demographic characteristics of the two groups of samples, means, standard deviations, and ranges were utilized in developing a demographic profile for both female faculty and administrators.

Findings

An examination of the relationships among the perceptions of vocational female faculty and among perceptions of vocational administrators, and between the female faculty and administrators in the four types of institutions revealed the following results with regards to the sub-scales dual-role conflict, advancement possibility and career aspiration:

The dual-role conflict sub-scale, designed to measure differences in the perceptions of the dual-role conflict experienced by the female vocational faculty members revealed that

1. A greater percentage of area vocational school and community college faculty than comprehensive high school and post-secondary proprietary school faculty agreed that it is fine for a woman to work if her children are adequately cared for.

2. A greater percentage of post-secondary proprietary school faculty than area vocational school, community college, and comprehensive high school faculty agreed with the statement that women can live in productive harmony with men filling complementary and supplementary roles.

3. A greater percentage of area vocational school and community college faculty than comprehensive high school and post-secondary proprietary school faculty agreed that a mother's working can be easily accepted by a child.

4. A greater percentage of comprehensive high school and area vocational school faculty than community college and post-secondary proprietary school faculty agreed that it is possible to be successful at both marriage and a career.

5. A greater percentage of community college and comprehensive high school faculty than area vocational school and post-secondary proprietary school faculty agreed with the statement that professional women tend to think of employment as a life-time career.

6. A greater percentage of community college faculty than area vocational school, comprehensive high school, and post-secondary proprietary school faculty disagreed with the statement that a woman's first responsibility is to be a feminine companion of men and a mother.

7. There was consensus in agreement among all faculty in the four types of institutions with regard to the statement: Women who want full equality should be prepared to accept equal responsibility.

8. A greater percentage of community college faculty than area vocational school faculty agreed that intellectual achievement of women is viewed as competitively aggressive behavior.

9. A greater percentage of community college and post-secondary proprietary school faculty than area vocational school and comprehensive high school faculty disagreed with the statement that women in supervisory positions have difficulty dealing with males in subordinate positions.

10. There was unanimous agreement among faculty in the four institutional types that a coeducational faculty provides a healthy atmosphere.

11. A greater percentage of comprehensive high school faculty than area vocational school, community college, and post-secondary proprietary school faculty disagreed with the statement that career women play down feminine appearance in order to be taken seriously.

12. A greater percentage of comprehensive high school faculty than area vocational school, community college, and post-secondary proprietary school faculty agreed that women have unique qualities to bring to the classroom that are not present in male faculty.

An examination of the advancement possibility sub-scale, designed to measure differences in the perceptions of occupational advancement possibilities by female vocational faculty, revealed that

1. A greater percentage of post-secondary proprietary school faculty than area vocational school, community college, and comprehensive high school faculty agreed that the possibilities for a woman to be promoted to the next academic rank when eligible are only fair.

2. Female faculty in the area vocational school, community college, comprehensive high school, and post-secondary proprietary school unanimously agreed that the higher the educational attainment of women the greater the chances for their advancement.

3. A greater percentage of comprehensive high school faculty than area vocational school, community college, and post-secondary proprietary school faculty agreed that in their respective institutions women are not as likely to achieve positions of leadership as men.

4. A greater percentage of comprehensive high school and post-secondary proprietary school faculty than area vocational school and community college faculty agreed that women successfully compete with men at their institution.

5. A greater percentage of post-secondary proprietary school faculty than area vocational school, community college, and comprehensive high school faculty agreed that in general professional women are on par with professional men at their institution.

An examination of the career aspiration sub-scale, designed to measure differences in the perceptions of the career aspirations of female vocational faculty revealed that

1. A greater percentage of community college and comprehensive high school faculty than area vocational school and post-secondary proprietary school faculty agreed that professional women can realistically expect to have a life-long career.

2. A greater percentage of community college faculty than area vocational school, comprehensive high school and post-secondary proprietary school faculty agreed that women have as much need to achieve as men.

3. A greater percentage of community college faculty than area vocational school, comprehensive high school and post-secondary proprietary school faculty disagreed with the statement that a woman's professional career should be subservient to her husband's.

4. A greater percentage of comprehensive high school faculty than area vocational school and community college faculty disagreed with the statement that most women would like to be promoted to an administrative position.

5. A greater percentage of community college faculty than area vocational school, comprehensive high school, and post-secondary proprietary school faculty agreed that most women would rather be promoted by merit rather than by seniority.

6. A greater percentage of area vocational school faculty than community college and comprehensive high school faculty disagreed with the statement that most women would like to end their educational careers as teachers.

An examination of the dual-role conflict sub-scale, designed to measure differences in administrator perceptions of the dual-role conflict experienced by female vocational faculty revealed that

1. A greater percentage of community college and comprehensive high school administrators than area vocational school and post-secondary proprietary school administrators agreed that it is fine for a woman to work if her children are adequately cared for.

2. A greater percentage of post-secondary proprietary school administrators than area vocational school, community college, and comprehensive high school administrators agreed with the statement that women can live in productive harmony with men filling complementary and supplementary roles.

3. A greater percentage of community college administrators than area vocational school, comprehensive high school and post-secondary proprietary school administrators agreed that a mother's working can be easily accepted by a child.

4. A greater percentage of comprehensive high school administrators than area vocational school, community college and post-secondary proprietary school administrators agreed that marriage is an asset for professional women.

5. A greater percentage of post-secondary proprietary school administrators than area vocational school, community college, and comprehensive high school administrators disagreed with the statement that children are an asset for professional women.

6. A greater percentage of area vocational school, community college, and comprehensive high school administrators than post-secondary proprietary school administrators agreed with the statement that it is possible to be successful at both marriage and a career.

7. A greater percentage of comprehensive high school administrators than area vocational school, community college, and post-secondary proprietary school administrators agreed that professional women tend to think of employment as a life-time career.

8. A greater percentage of community college administrators than area vocational school, comprehensive high school and post-secondary proprietary school administrators disagreed with the statement that a woman's first responsibility is to be a feminine companion of men and a mother.

9. Vocational administrators in all four institutional types unanimously agreed that women who want full equality should be prepared to accept equal responsibility.

10. A greater percentage of community college administrators than area vocational school, comprehensive high school and post-secondary proprietary school administrators disagreed with the statement that intellectual achievement of women is viewed as competitively aggressive behavior.

11. A greater percentage of community college administrators than area vocational school, comprehensive high school and post-secondary proprietary school administrators disagreed with the statement that women in supervisory positions have difficulty dealing with males in subordinate positions.

12. A greater percentage of community college and comprehensive high school administrators than area vocational school and post-secondary proprietary school administrators agreed that a coeducational faculty provides a healthy atmosphere.

13. A greater percentage of area vocational school, community college, and comprehensive high school administrators than post-secondary proprietary school administrators disagreed with the statement that career women play down feminine appearance in order to be taken seriously.

14. A greater percentage of comprehensive high school administrators than area vocational school, community college, and post-secondary proprietary school administrators agreed that women have unique qualities to bring to the classroom that are not present in male faculty.

An examination of the advancement possibility sub-scale, designed to measure differences in administrator perceptions of advancement possibility for female vocational faculty revealed that

1. A greater percentage of post-secondary proprietary school administrators than area vocational school, community college, and comprehensive high school administrators agreed that the possibilities for a woman to be promoted to the next academic rank when eligible are only fair.

2. A greater percentage of community college administrators than area vocational school, comprehensive high school and post-secondary proprietary school administrators agreed that the higher the educational attainment of women the greater the chances for their advancement.

3. A greater percentage of comprehensive high school administrators than area vocational school, community college and post-secondary proprietary school administrators agreed that in their respective institutions, women are not as likely to achieve positions of leadership as men.

4. A greater percentage of community college administrators than area vocational school, comprehensive high school, and post-secondary proprietary school administrators agreed that women successfully compete with men at their institutions.

5. A greater percentage of community college administrators than area vocational school, comprehensive high school and post-secondary proprietary school administrators agreed that in general professional women are on par with professional men at their institutions.

An examination of the career aspiration sub-scale, designed to measure differences in administrator perceptions of the career aspirations of female vocational faculty in the four types of institutions revealed that

1. A greater percentage of community college administrators than area vocational school, comprehensive high school and post-secondary proprietary school administrators agreed that professional women can realistically expect to have a life-long career.

2. A greater percentage of community college administrators than area vocational school, comprehensive high school, and post-secondary proprietary school administrators agreed that women have as much need to achieve as men.

3. A greater percentage of community college administrators than area vocational school, comprehensive high school, and post-secondary proprietary school administrators disagreed with the statement that a woman's professional career should be subservient to her husband's.

4. A greater percentage of comprehensive high school administrators than area vocational school, community college, and post-secondary proprietary school administrators disagreed with the statement that most women would like to be promoted to an administrative position.

5. A greater percentage of post-secondary proprietary school administrators than area vocational school, community college, and comprehensive high school administrators agreed that most women would rather be promoted by merit rather than by seniority.

6. A greater percentage of post-secondary proprietary school administrators than area vocational school, community college, and comprehensive high school administrators agreed that most women would like to complete their educational careers as teachers (i.e., as opposed to administrators).

An examination of the differences and similarities between female faculty and their administrators revealed that

1. Over eighty-five percent of the female faculty and their administrators in the four types of institutions agreed with the statements:

It is fine for a woman to work if her children are adequately cared for.

Women can live in productive harmony with men filling complementary and supplementary roles.

Women have as much need to achieve as men.

Women who want full equality should be prepared to accept equal responsibility.

A coeducational faculty provides a healthy atmosphere.

2. A high rate of disagreement existed between female faculty and their administrators for eight of the Equalitarian Perception Scale items. Five of the items dealt with dual-role conflict:

Marriage is an asset for professional women.

For professional women, children are an asset.

A woman's first responsibility is to be a feminine companion of men and a mother.

Women in supervisory positions have difficulty dealing with males in subordinate positions.

Career women play down feminine appearance in order to be taken seriously.

Three of the items were in the category of career aspirations:

A woman's professional career should be subservient to her husband's.

Most women would like to be promoted to an administrative position.

Most women would like to end their educational careers as teachers.

3. Areas commonly disagreed to most strongly by female faculty and their administrators were the femininity question--Career women play down feminine appearance in order to be taken seriously; the statement "Women in supervisory positions have difficulty dealing with males in subordinate positions"; the question of woman's first responsibility--a

woman's first responsibility is to be a feminine companion of men and a mother; the career aspiration item, a woman's professional career should be subservient to her husband's.

An examination of the differences between perceptions of vocational female faculty by institution revealed that female vocational faculty in area vocational schools, community colleges, and comprehensive high schools think more alike with regards to the questionnaire items that do their proprietary school female colleagues. Findings with regard to differences between perceptions of vocational administrators by institutional type revealed that administrators disagreed less among themselves than the female faculty, and also, that community college administrators were the most deviant among the vocational administrators with regard to the twenty-five Equalitarian Perception Scale questionnaire items.

An examination of the demographic data for vocational female faculty in the four types of institutions--area vocational school, community college, comprehensive high school, post-secondary proprietary school--revealed that

1. The average female faculty member in the four institutional types had been teaching 7.9 years.
2. Administrative experience for female faculty members in the four types of institutions averaged 3.8 years.
3. Experience outside of education came to approximately 9.2 years for female faculty in all institutions sampled.
4. Fifty percent of the female faculty in the four institutional types held a Bachelor's Degree and thirty-one percent held the Master's degree.

5. Mean salary for vocational female faculty in area vocational schools, community colleges, comprehensive high schools, and post-secondary proprietary schools was \$10,628.79. Minimum salary received was \$3000, while maximum was \$36,000.

6. Findings indicated that female faculty, on the average, had 2.3 children.

7. Of the faculty sampled, seventy-two percent had one child less than 5 years of age, sixty-four percent had one child from 6 to 12 years of age, fifty-four percent had one child 13 to 16 years of age, thirty-nine percent had at least two children 18 and over.

8. Only twenty-three percent of the female faculty in vocational institutions who responded were single, while seventy-seven percent were either married, widowed, separated or divorced.

9. The average age of female vocational faculty in the four types of institutions was 39.2 years.

10. Twenty-seven percent of the female faculty within the four institutional types were in the health occupations, while thirty-four percent were in business and thirty-nine percent were in the "other" category, which encompassed trade and industrial occupations, agriculture, home economics, and distributive education.

An analysis of the demographic data for vocational administrators in the four institutional types--area vocational school, community college, comprehensive high school, post-secondary proprietary school--revealed that

1. Vocational administrators in the four types of institutions had an average of 12.8 years of teaching experience between them.

2. Administrative experience for vocational administrators in the four types of institutions showed a mean of 11.5 years.

3. Eighty-six percent of the vocational administrators in the four institutional types were men.

4. The mean age of vocational administrators in the four types of institutions was 43.4 years; however, only forty-seven percent of the administrators sampled responded to the question on age.

Conclusions

With regard to the responses of female faculty and administrators regarding their perceptions of female faculty in the four institutional types, there was an observed tendency for a greater number of significant differences to exist among faculty members (one hundred out of a possible one hundred and fifty combinations) as compared to administrators (sixty-eight out of one hundred and fifty). This indicated that greater homogeneity (with regard to the questions) existed among administrators. The community college administrators were the most deviant of the four kinds of administrators with their differences biased toward agreement with female faculty with regard to the responses to the survey items. The proprietary school female faculty were the most deviant among the four samples of faculty, with their perceptions (based upon the questions) leaning toward the more conservative point of view toward the matters embraced by the questionnaire.

Discussion

The dual-role conflict apparently perceived by vocational female faculty was similar to that encountered by many female professionals. Consequently elements within the dual-role conflict dilemma should be

laid out for more complete analysis and examination for female faculty in an attempt to resolve some of the issues involved. Efforts through in-service education for present faculty and preservice education for future vocational educators should be a major vehicle in this direction. Carefully prepared arguments indicating the true sources of the dual role dilemma, and constructive approaches to dealing with it, should be an important focus of both preservice and inservice education for vocational female faculty.

The career aspirations of female vocational faculty would likely be enhanced and come into greater agreement with perceptions of vocational administrators if and when they are able to better deal with the dual-role conflict that obviously affects them in an adverse manner. At this point in time some female vocational faculty members would rather maintain a low aspiration profile in the interest of internal peace-of-mind and external job tranquility. Here again, preservice and inservice efforts for vocational faculty (male and female) can bring increased visibility to the notion that women faculty can entertain the same perceptions regarding career aspirations as their administrators.

In several places in this study, as indicated in the preceding review, women faculty perceive their career advancement possibilities in a more modest manner than their administrators. This may be related to a realistic assessment of their professional situation in many cases. However, it may also be related to the dual-role conflict phenomena for those who haven't resolved this difficulty to their satisfaction.

Here again, efforts by teacher educators' inservice and preservice education programs can help to resolve some of the sex-based inequalities.

In conclusion, true equality of opportunity and all that goes with it, will be slow in coming in vocational education, as well as in all segments of education, and in society in general. Traditionally, society has characterized the images of females as being passive in their behavior, thereby orienting them to helping and serving others, predominately through career options involving household tasks. The male, on the other hand, dominated the adult working world and thus had a wider range of career choices, which made his life more glamorous, interesting and challenging.

Today, however, these images are beginning to take on a somewhat different slant, since statistics have shown that the adult woman spends only about one-third of her adult years raising children (Boydston, 1975). As a result, more and more women are seeking employment and choosing career options which will satisfy not only their economic needs, but also their sociological, psychological, and emotional needs.

Approximately forty percent of the labor force in this country is comprised of adult women. These women, upon entering the labor force had to make a choice with regards to their activities at home versus their activities in the world of work (Kreps, 1971). Their ability to analyze the nature of their activities in either option and to weigh the advantages of being at home--having more time to tend to the needs of family, more time for leisure and community activities, and being a member of the labor force--including earnings and fringe benefits, job

status, associations in the work environment, interest in the work itself, determine the amount of dual-role conflict working women experience, as well as their career aspiration level.

Analysis of these activities also affects the career advancement possibilities of females since many of the traditionally male-oriented occupations generally require great investments of time, energy, and dedication. Extensive, often difficult schooling, and a lifetime of overtime work also are frequently associated with these career options. Continuity is essential and the freedom to move or not to move, depending on the exigencies of the career, may be all-important factors in whether or not success is achieved (Oppenheimer, 1968, p. 233).

All of the above factors have an astounding affect upon women in the working world, and particularly for those in vocational education. Findings herein have indicated that the field of vocational education is dominated by males. The attitudes of male employers, the educators, as well as those dispersed throughout all segments of the labor force need to be changed with regard to women employees. Negativism, on their part, has restricted many a woman in the career world. Deliberate efforts on the part of key persons in vocational education will be needed if true equality for women is to be achieved. Vocational educators must play a vital role in developing and nurturing sound attitudes regarding women in vocational education. Vocational education is for everyone; therefore, efforts must be made to open more options in the vocational fields for females, and also to encourage them to pursue these fields at all levels in the vocational education spectrum, for which they have the interest, ability and the aptitude.

Recommendations

Based upon the findings and conclusions of this study, the following recommendations are suggested:

1. Preservice education should be provided for potential vocational educators
 - a) to lessen role conflict, by giving individuals an opportunity to better understand themselves, their work and their roles; by increasing their awareness of surrounding sources of dual role dilemma; by generating understanding and appreciation for constructive approaches for dealing with conflict.
 - b) to increase career aspirations of women faculty.
 - c) to resolve some of the sex-based inequalities relating to career advancement possibilities surrounding women in vocational education.
2. Inservice education should be provided for present faculty so that the above-mentioned difficulties can either be alleviated, or at least reduced; and for administrators, so that their misperceptions regarding female faculty can be reduced or even alleviated.
3. Women should be recruited and encouraged to enter non-traditional occupational areas, thereby reducing traditional occupational stereo-typing. Recruitment, however, should be based on abilities, and aptitudes, as well as interest and motivation and enthusiasm.

4. Educators should develop and initiate programs which will remove informal barriers that prevent females from entering traditionally male-oriented vocational program offerings, and which will also provide women with the proper training essential for occupational success and advancement.
5. Vocational administrators should provide encouragement to female faculty (who have leadership potential) to acquire the necessary training and skills so that they may enhance their career advancement possibilities.
6. Child care centers, staffed with trained personnel, should be established to assist professional women in fulfilling their maternal responsibilities.
7. Flexible hours should be created to assist professional women, parents in particular, to enhance their employment opportunities.
8. Vocational counseling should be expanded, and testing and evaluation of aptitudes should be improved in the guidance of females.
9. Women in general should come to grips with themselves, and determine what they want to achieve in life and in the world of work, and then once decided, they should attempt to strive to that end by getting the training and experience needed to fulfill their ambitions.
10. Continual research should be conducted to determine and show if any gains were made regarding the status of women, their role conflict dilemma, career aspirations, and advancement possibilities based on the above recommendations.

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APPENDIX A
SAMPLE QUESTIONNAIRE

PART I (FACULTY)*

Instructions: This study is designed to protect your identity and to keep your responses confidential. In this section please circle the letter or write in the choice that indicates your response. All comments are welcome: use the back of the sheets if necessary.

1. Highest educational level attained

1. High school diploma or equivalent
2. Board examinations - State Certification - Licensing
3. Associate Degree
4. Bachelor's Degree
5. Master's Degree
6. Doctorate

2. Trade area

1. Health
2. Business
3. Other

3. Present marital status

1. Single
2. Other

4. Number of children (circle one)

0-1-2-3-4-5-6-7+

5. Number of children in each age group

1. 0-5 _____
2. 6-12 _____
3. 13-18 _____
4. 18+ _____

6. Present annual salary (prior to deductions) \$ _____

7. Birth year 19 _____

8. Number of years employed outside of education _____

9. Number of years teaching _____

*Based on selected demographic data common to all groups.

PART I (ADMINISTRATORS)*

Instructions: Please write in the correct response.

Your total years teaching experience _____.

Your total years administrative experience (count present one) _____.

Sex _____.

Age _____.

*Based on selected data common to all groups.

PART II

Instructions: The best answer to each statement is your personal opinion. There are five possible responses for each statement: SA = Strongly Agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree.

1. It is fine for a woman to work if her children are adequately cared for.
2. The possibilities for a woman to be promoted to the next academic rank when eligible are only fair.
3. Women can live in productive harmony with men filling complementary and supplementary roles.
4. Professional women can realistically expect to have a lifelong career.
5. A mother's working can be easily accepted by a child.
6. The higher the educational attainment of women the greater the chances for their advancement.
7. Marriage is an asset for professional women.
8. Women have as much need to achieve as men.
9. For professional women children are an asset.
10. In this institution women are not as likely to achieve positions of leadership as men.
11. It is possible to be successful at both marriage and a career.

12. A woman's professional career should be subservient to her husband's.
13. Professional women tend to think of employment as a life-time career.
14. Most women would like to be promoted to an administrative position.
15. A woman's first responsibility is to be a feminine companion of men and a mother.
16. Women successfully compete with men at this institution.
17. Women who want full equality should be prepared to accept equal responsibility.
18. Most women would rather be promoted by merit rather than by seniority.
19. Intellectual achievement of women is viewed as competitively aggressive behavior.
20. In general professional women are on par with professional men at this institution.
21. Women in supervisory positions have difficulty dealing with males in subordinate positions.
22. A coeducational faculty provides a healthy atmosphere.
23. Career women play down feminine appearance in order to be taken seriously.
24. Most women would like to end their educational careers as full professors.*
25. Women have unique qualities to bring to the classroom that are not present in male faculty.

*Wording changed slightly according to institutional affiliation.